

THE EFFECT OF SOCIO-AFFECTIVE LANGUAGE LEARNING
STRATEGIES AND EMOTIONAL INTELLIGENCE TRAINING ON
ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS' FOREIGN
LANGUAGE ANXIETY IN SPEAKING CLASSES

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The Effect of Socio-Affective Language Learning Strategies and Emotional
Intelligence Training on English as a Foreign Language (EFL) Learners' Foreign
Language Anxiety in Speaking Classes

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To my mother Nermin Gürman

&

To my daughter Ada Kahraman

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ABSTRACT

THE EFFECT OF SOCIO-AFFECTIVE LANGUAGE LEARNING STRATEGIES
AND EMOTIONAL INTELLIGENCE TRAINING ON ENGLISH AS A FOREIGN
LANGUAGE (EFL) LEARNERS' FOREIGN LANGUAGE ANXIETY IN
SPEAKING CLASSES

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The study aims to explore the possible effects of socio-affective language learning strategies (LLSs) and emotional intelligence (EI) training on EFL students' foreign language anxiety (FLA) in speaking courses. With this aim, the study was carried out with 50 elementary level EFL learners and three speaking skills teachers at a state university in Turkey.

The participating students had a five-week training based on the socio-affective LLSs suggested by Oxford (1990) and the skills in Bar-On's (2000) EI model in their speaking skills lessons. Before and after the interval, all the participating students were administered both the "Foreign Language Classroom Anxiety Scale" (FLCAS) and the "Socio-Affective Strategy Inventory of Language Learning" (SASILL), which served as pre- and post-questionnaires. In addition, students were asked to fill in perception cards in each training week, and six students and the three teachers who gave the training were interviewed in order to collect qualitative data related to the participants' attitudes towards individual strategies/skill and the treatment in general.

As a result, quantitative data analysis from the pre- and post-FLCAS indicated that there was a statistically significant decrease in the participating students' overall anxiety levels. However, the students' perceptions on the socio-affective strategies did not differ much after the training. Only two affective strategies were observed to have a significant increase in their uses: "rewarding yourself" and "lowering your anxiety". The results of the content analysis of the perception cards revealed that the students mostly liked the training activity *Give and Receive Compliments*, which aimed to teach the "interpersonal relationship" competence of EI and the social LLS of "cooperating with others". On the other hand, the activity that the students enjoyed the least was *Use the System of ABCD*, which aimed to address the affective LLS of "lowering your anxiety" and the EI skill of "impulse control". Furthermore, the thematic analysis of student and teacher interviews demonstrated that the training was enjoyable, beneficial in general, and useful in diagnosing the feeling of foreign language anxiety; nevertheless, that some strategies and skills were difficult to apply and some training activities were mechanical and unattractive were the other reported common ideas.

Key words: socio-affective language learning strategies, strategy training, emotional intelligence, foreign language anxiety

ÖZET

SOSYAL VE DUYGUSAL DİL ÖĞRENME STRATEJİLERİ VE DUYGUSAL
ZEKA EĞİTİMİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN
ÖĞRENCİLERİN KONUŞMA DERSLERİNDEKİ YABANCI DİL
KAYGILARINA ETKİSİ

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Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Temmuz, 2013

Bu çalışma, sosyal ve duygusal dil öğrenme stratejileri ve duygusal zeka eğitiminin, İngilizceyi yabancı dil olarak öğrenen öğrencilerin konuşma derslerindeki yabancı dil kaygısına muhtemel etkilerini araştırmayı amaçlamaktadır. Bu amaç doğrultusunda bu çalışma, yabancı dil seviyeleri orta düzey altı olan 50 öğrenci ve 3 konuşma becerileri dersi öğretmeni ile birlikte Türkiye’deki bir devlet üniversitesinde yürütülmüştür.

Katılımcı öğrenciler, Oxford (1990) tarafından önerilen sosyal ve duygusal stratejiler ve Bar-On’un (2000) duygusal zeka modelindeki beceriler üzerine beş haftalık bir eğitim almışlardır. Eğitim öncesinde ve sonrasında, tüm katılımcı öğrencilere, çalışmada ön- ve son-anket olarak kullanılmak üzere, “Yabancı Dil Sınıf Kaygısı Ölçeği” ve “Dil Öğrenmede Sosyal ve Duygusal Strateji Envanteri” uygulanmıştır. Buna ek olarak, her bir strateji/beceri ve eğitimin geneliyle ilgili düşüncelerini almak amacıyla öğrencilerden her eğitim haftasında fikir kartları doldurmaları istenmiştir ve de altı öğrenci ve eğitimi veren üç öğretmenle mülakatlar yapılmıştır.

Sonuç olarak, “Yabancı Dil Sınıf Kaygısı Ölçeği” ön- ve son-anketlerinin nicel veri analizi, katılımcı öğrencilerin toplam kaygı seviyelerinde istatistiksel olarak anlamlı derecede bir düşüş olduğunu göstermiştir. Ancak, öğrencilerin sosyal ve duygusal stratejilerle ilgili algıları eğitim sonrasında önemli bir değişime uğramamıştır. Sadece iki duygusal stratejinin kullanımıyla ilgili istatistiksel olarak anlamlı bir yükseliş gözlenmiştir: “kendini ödüllendirme” ve “kaygıyı azaltma”. Algı kartlarının içerik analiz sonuçları, öğrencilerin en çok beğendikleri aktivitenin, duygusal zekanın “kişiler-arası ilişki” becerisini ve “başkalarıyla işbirliği yapma” dil öğrenme stratejisini öğretmeyi hedefleyen, *Kompliman Yapma ve Alma* aktivitesi olduğunu göstermiştir. Diğer bir yandan, öğrencilerin en az hoşlandığı aktivite ise bir duygusal zeka becerisi olan “duygusal etki kontrolü” ve “kaygıyı azaltma” duygusal dil öğrenme stratejisini ele alan *ABCDE Sitemini Kullanma* aktivitesi olmuştur.

Ayrıca, öğrenci ve öğretmen mülakatlarının tema analizleri, eğitimin eğlenceli, genel anlamda yararlı ve yabancı dil kaygısının teşhisini yapmada faydalı olduğunu göstermiştir, ne var ki bazı strateji ve becerilerin uygulamasının zor olduğu ve bazı aktivitelerin anlamlı ya da ilgi çekici olmadıkları da belirtilen diğer ortak fikirlerdir.

Anahtar kelimeler: sosyal ve duygusal dil öğrenme stratejileri, strateji eğitimi, duygusal zeka, yabancı dil kaygısı

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TABLE OF CONTENTS

ABSTRACT.....	iv
ÖZET.....	vi
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xv
LIST OF FIGURES	xvii
CHAPTER I: INTRODUCTION	1
Introduction	1
Background of the Study	2
Statement of the Problem	6
Research Questions	8
Significance of the Study	8
Conclusion	9
CHAPTER II: LITERATURE REVIEW.....	10
Introduction	10
Language Learning Strategies	10
Classification of Language Learning Strategies	12
Strategy Training	15
Types of Strategy Training	16
Explicit vs. Implicit Strategy Training	16
Integrated vs. Discrete Strategy Training	17
Research on Socio-Affective Strategy Training	18
Emotional Intelligence	21
Ability Model of Emotional Intelligence	23

Mixed Models of Emotional Intelligence	24
Comparison of Socio-Affective Language Learning Strategies and Emotional Intelligence Skills	27
Emotional Intelligence Training	31
Anxiety	34
Types of Anxiety	35
Foreign Language Anxiety	37
Foreign Language Anxiety: Facilitative or Debilitative?	38
Research on Foreign Language Anxiety and Oral Language Skills	40
Research on Foreign Language Anxiety and Socio-Affective Strategies	42
Research on Foreign Language Anxiety and Emotional Intelligence	43
Conclusion	45
CHAPTER III: METHODOLOGY	46
Introduction	46
Setting and Participants	46
Training	51
Developing the Activities and Materials	51
Treatment Process	52
Research Design and Instruments	53
Foreign Language Classroom Anxiety Scale (FLCAS)	54

Socio-Affective Strategy Inventory for Language Learners (SASILL)	56
Perception Cards	57
Semi-Structured Interviews	58
Data Collection Procedures	59
Data Analysis Procedures	61
Conclusion	62
CHAPTER IV: DATA ANALYSIS	63
Introduction	63
Section 1: EFL University Students' Foreign Language Anxiety Levels in English Speaking Courses across Pre- and Post-Training Period	65
Section 2: EFL University Students' Perceptions of Socio-Affective Strategies across Pre- and Post- Training Period	70
Perceptions Related to the Use of Socio-Affective Strategies before and after the Training	71
Perceptions Related to the Effectiveness of Socio-Affective Strategies before and after the Training	75
Perceptions Related to the Difficulty of Socio-Affective Strategies before and after the Training	78
Section 3: EFL University Students' Attitudes towards the Training	81
Analysis of the Perception Cards	82
The Strategies or Skills Receiving Positive Attitudes from the Students	82

The Strategies or Skills Receiving Negative Attitudes from the Students	83
Analysis of the Student Interviews	84
Positive Sides of the Training	86
Negative Sides of the Training	90
Students' Further Suggestions	94
Section 4: EFL University Teachers' Attitudes towards the Training	95
Analysis of the Teacher Interviews	95
Positive Sides of the Training	96
Negative Sides of the Training	100
The Strategies or Skills Receiving Positive Attitudes from the Teachers	102
The Strategies or Skills Receiving Negative Attitudes from the Teachers	103
Teachers' Further Suggestions	104
Conclusion	106
CHAPTER V: CONCLUSION	109
Introduction	109
Discussions of the Findings	110
EFL University Students' Foreign Language Anxiety Level before and after the Training	110
EFL University Students' Perceptions on Socio-Affective Strategies before and after the Training	113

EFL University Students' and Teachers' Attitudes towards	
the Training	117
Attitudes towards the Training	117
Attitudes towards Specific Strategies and Skills	118
Further Suggestions for the Training	121
Pedagogical Implications	124
Limitations of the Study	127
Suggestions for Further Research	128
Conclusion	130
REFERENCES	132
Appendix A: Informed Consent Form	145
Appendix B: Bilgi ve Kabul Formu	146
Appendix C: Anxiety Mean Scores of All Elementary Level Classes	147
Appendix D: The Foreign Language Classroom Anxiety Scale	148
Appendix E: Yabancı Dil Sınıf Kaygısı Ölçeği	150
Appendix F: Socio-Affective Strategy Inventory for Language	
Learners	152
Appendix G: Dil Öğrenmede Sosyal ve Duygusal Strateji Envanteri	154
Appendix H: List of Training Activities	156
Appendix I: Sample Training Activities	158
Appendix J: Perception Cards	162
Appendix K: Interview Questions	163
Appendix L: Analysis of Perception Cards	164
Appendix M: Sample Interview Transcripts	165

LIST OF TABLES

Table

1. The number of classes for each course and level per week	48
2. Participating classes in the study	49
3. Description of overall FLA level for pre-FLCAS	65
4. Ranges of FLCAS values and their descriptions	66
5. Descriptive statistics of different FLA levels for pre-FLCAS	67
6. Description of overall FLA level for post-FLCAS	67
7. Descriptive statistics of different FLA levels for post-FLCAS	68
8. FLA across pre- and post-training period	69
9. Students' overall perception of socio-affective strategies across pre- and post-training period	70
10. Overall mean values of the use domain for pre-SASILL	72
11. Overall mean values of the use domain for post-SASILL	73
12. Perceptions related to the use domain across pre- and post-training period	74
13. Overall mean values of the effectiveness domain for pre-SASILL	75
14. Overall mean values of the effectiveness domain for post-SASILL	76
15. Perceptions related to the effectiveness domain across pre- and post- training period	77
16. Overall mean values of the difficulty domain for pre-SASILL	78
17. Overall mean values of the difficulty domain for post-SASILL	80
18. Perceptions related to the difficulty domain across pre- and post- training period	81
19. The most liked five activities according to the perception cards	83

20. The least liked five activities according to the perception cards	84
21. Characteristics of the students participating the interviews	85
22. FLA means of the students participating the interviews	85
23. Characteristics of the participating teachers	96
24. The strategies or skills receiving positive attitudes from teachers	102
25. The strategies or skills receiving negative attitudes from teachers	103

LIST OF FIGURES

Figure

1. Affective and Social Language Learning Strategies	14
2. Skills and Sub-Skills of the Bar-On Model of Emotional Intelligence ...	26
3. Similarities between LLSs and EI at the Intrapersonal Level	28
4. Similarities between LLSs and EI at the Interpersonal Level	30
5. The Research Design and the Instruments	53
6. The Sample SASILL Question with Three Variables	57
7. Anxiety Level Groups before and after the Training	69

CHAPTER I: INTRODUCTION

Introduction

The importance of learners' emotions in language teaching gained its deserved importance in the 1970s with the hybrid of a humanistic approach and education. Humanist psychologists' theories (e.g., Maslow, 1970; Moskowitz, 1978; Rogers, 1969) found a great place in different language teaching methods like Silent Way, Suggestopedia, and Community Language Learning. In these methods, learner anxiety was believed to block achievement in language learning. Especially, speaking classes, where language learners need to participate actively and produce the target language in front of the class, have been the places where foreign language anxiety is observed the most. A stress-free and positive classroom atmosphere was viewed as the key to overcome learner anxiety in the language classrooms in most of language teaching methods.

On the other hand, the 1990s had a turning point in language education as the methods of language teaching lost importance in the field due to the fact that they failed to take into consideration individual learners' needs, different intelligence types, and personal learning styles and strategies. The impact of different language learning strategies and intelligence types on anxiety was thereafter investigated widely. Socio-affective language learning strategies and emotional intelligence were the two concepts that were mostly associated with the anxiety that is aroused while learning and practicing a second or foreign language.

Although emotional intelligence integrated programs and strategy based instruction may be the solutions to many learning difficulties that result from foreign language specific anxiety, the effect of such training programs on foreign language

anxiety is an unexplored area in the literature. With the help of this study, it is hoped that the results can be of benefit to the students and the teachers who seek ways to lower the anxiety that hinders learning especially in speaking courses.

Background of the Study

Since the early 1990s, analyzing and categorizing the strategies that good language learners use when learning a second or foreign language have been the focus of many researchers (e.g., Brown, 2002; Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990; Wenden & Rubin, 1987). Language learning strategies (LLSs) are defined as tactics or actions which self-directed and successful language learners select to use during their language learning process so that they can achieve their learning goals faster, more easily, and enjoyably (Oxford, 1990).

Learner strategies are mainly classified as memory, cognitive, compensation, metacognitive, affective and social strategies (O'Malley & Chamot, 1990; Oxford, 1990). Socio-affective strategies as a sub-category of language learning strategies were first mentioned in a longitudinal research that O'Malley and Chamot (1990) conducted in a high school ESL setting. Oxford (1990) made a wider classification of LLSs including affective and social strategies separately under the category of indirect language learning strategies. In a broader definition, socio-affective LLSs are the mental and physical activities that language learners consciously choose to regulate their emotions and interactions with other people during their language learning process (Griffiths, 2008; O'Malley & Chamot, 1990; Oxford, 1990). Oxford (1990) listed three affective strategies as a) lowering anxiety, b) encouraging oneself, and c) taking one's emotional temperature; likewise, the social strategies are classified under three headings: a) asking questions, b) cooperating with others, and c) empathizing with others.

Strategy instruction or *strategy training* or *learner training* are three broad terms many researchers (e.g., Cohen, 1989; Ellis & Sinclair, 1989; O'Malley & Chamot, 1990; Oxford, 1990; Wenden & Rubin, 1987) used while naming the process of providing students with the necessary strategies for learning a language or giving them more responsibility for their own learning (Ellis & Sinclair, 1989). With the help of strategy training, learners have the knowledge of *how* instead of *what* to learn, see the strategies that good language learners use while learning a new language, and select the most appropriate ones for themselves from a range of learning strategies (Cohen, 1989). There are different ways of strategy training; the effectiveness of explicit versus implicit and integrated versus discrete strategy teaching has been questioned by several researchers (e.g., O'Malley & Chamot, 1990; Cohen, 1998; Oxford, 1990; Wenden & Rubin, 1987). According to Cohen (1998), language learning strategies consist of conscious and explicit thoughts, behaviors, and goals to direct students to improve their language abilities, so strategy training should explicitly teach students how, when, and why strategies can be used. Wenden and Rubin (1987) focus on the usefulness of integrated strategy instruction pointing out that "learning in context is more effective than learning that is not clearly tied to the purpose it extends to serve" (p. 161). Therefore, according to these researchers, strategy based instruction is more efficient if students learn the strategies explicitly and integrated into their language courses.

In the literature, the least attention has been paid to socio-affective strategy training compared to cognitive and metacognitive strategies although the importance of affect in language learning has been emphasized by many researchers (e.g., Arnold, 1999; Dörnyei, 2001, 2005; Oxford & Shearin, 1994). However, findings from various survey studies demonstrate that socio-affective LLSs are the least

frequently used learning strategies by language students (e.g., Razi, 2009; Şen, 2009, Wharton, 2000). Moreover, there are very few studies on the effectiveness of training students on these strategies (Fandiño-Parra, 2010; Hamzah, Shamshiri, & Noordin, 2009; Rossiter, 2003).

Similar to LLSs, Emotional intelligence (EI), emerged in the early 1990s introducing a new intelligence type in the field of psychology. EI is “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189). With his best-selling book titled “Emotional Intelligence: Why it can matter more than IQ”, Goleman (1995) added to the popularity of EI claiming that it is more important than other intelligence types. Whereas former scholars, Salovey & Mayer (1990), viewed EI as abilities different from personality traits, Goleman (1995) introduced a mixed model in which he combined abilities and personality traits to form his EI model. Goleman, (1995) supported the idea that that one can develop his/her EI through education, and learners of different subject areas can be trained to achieve a higher level of EI. Another prominent EI researcher, Bar-On (1997), also introduced a mixed model of EI which consisted of all the previously suggested EI skills and new ones. His inventory classified EI in five broader categories namely a) intrapersonal, b) interpersonal, c) adaptability, d) stress management, and e) general mood and further listed sub-skills of EI for each broad category.

EI competencies share certain similarities with the strategies to deal with socio-affective variables in language learning, although there are certain distinctions. Both concepts cover the skills of awareness and control of emotions, and the ability to set empathy and mutually satisfying relationships towards others. Therefore, stress

management, intrapersonal competencies, and general mood, which are three major skills of EI are very much similar to the affective strategies that Oxford (1990) lists. In addition, interpersonal competencies and adaptability, which are other sub-skills of EI, also have common points with social language learning strategies in Oxford's (1990) classification. On the other hand, some EI sub-skills such as assertiveness, independence, self-actualization, self-regard, reality testing, and problem solving are unique to the concept of EI. Furthermore, the strategies of taking risks wisely and asking questions only exist in socio-affective LLSs.

Of all the affective variables related to language learning, anxiety is one of the most powerful and mostly experienced emotions in human psychology. Foreign language anxiety (FLA) is defined by Horwitz, Horwitz, and Cope (1986) as "the distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). The need for an inventory assessing FLA in the classroom was also satisfied by Horwitz et al. (1986) with the Foreign Language Classroom Anxiety Scale (FLCAS) which has been used by many researchers in the literature (e.g., Aida, 1994; Chen & Chang, 2004; Horwitz, 1986, 2001; MacIntyre & Gardner, 1994; Young, 1986, 1990, 1991). Although anxiety is believed to have both debilitating and facilitative effects on learning, studies on FLA have showed a positive correlation between low grades and high anxiety level. Moreover, it is widely agreed that FLA is mostly experienced when learners are producing the target language and communicating verbally, which indicates that language classes focusing on oral skills are the places where the feeling of anxiety is mostly observed (Baki, 2012; Cheng, Horwitz, & Schallert, 1999; Liu & Jackson, 2008; Woodrow, 2006).

The two concepts socio-affective LLSs and EI have been separately related to learner anxiety in the literature. Lists of techniques to overcome speaking anxiety in foreign language classrooms have been examined widely, and various socio-affective strategies have been suggested (e.g., Foss & Reitzel, 1988; Young 1991; Wei, 2012; Williams & Andrade, 2008). Likewise, the relationship between EI and foreign language anxiety has been reviewed in survey studies in the field of language education suggesting that EI training may be effective to eliminate learner anxiety while producing the target language (e.g., Birjandi & Tabataba'ian, 2012; Dewaele, Petrides, & Furnham, 2008; Ergün, 2011; Mohammadi & Mousalou, 2012; Rouhani, 2008; Şakrak, 2009). As a result, a combined training of socio-affective LLSs and EI can be regarded as a possible solution for FLA that many students experience during their language learning process, especially when speaking the foreign language.

Statement of the Problem

Exploring ways of creating an anxiety-free or low-anxiety environment in foreign and second language classrooms has been the aim of many researchers since the 1970s (e.g., Aida, 1994; Dewaele, 2007; Horwitz, Horwitz, & Cope 1986; MacIntyre & Gregersen, 2012; Ohata, 2005; Scovel, 1978). The relationship between learners' anxiety levels and achievement in different language skills has also been investigated widely in the literature (e.g., Azarfam & Baki, 2012; Chiba & Morikawa 2011; Phillips, 1992). Research results indicate that foreign language anxiety (FLA) increases especially when students are dealing with spoken tasks in front of their teachers and peers (Gregersen & Horwitz, 2002). Among various concepts that have been explored with respect to anxiety are the learners' level of strategy use and emotional intelligence (EI). It has been shown that in order to cope with their fear of speaking in public, good language learners use a variety of strategies, among which

are social and affective strategies (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990). The effectiveness of EI competencies to lower foreign language anxiety has also been presented in different studies (Birjandi & Tabataba'ian, 2012; Dewaele, Petrides, & Furnham, 2008; Mohammadi & Mousalou, 2012; Şakrak, 2009).

Although research has shown a positive correlation between strategy use and low FLA (Golchi, 2012; MacIntyre & Noels, 1996; Noormohamadi, 2009; Pawlak, 2011), there have been relative few studies looking at the effectiveness of strategy training (Hamzah, Shamshiri & Noordin, 2009), and fewer still that focus on socio-affective LLSs and FLA in particular (Parra, 2010; Rossiter, 2003). Likewise, the EI studies' basic goal has been quantitative analysis of the relationship between the level of anxiety and language learners' innate EI ability with little emphasis on EI training to cope with FLA (Rouhani, 2008). Although socio-affective LLSs and EI have both been studied separately to explore their relation with language learners' FLA levels, a combined training in both has never been tested for effectiveness in managing FLA.

Traditional teaching methods, usually aiming to teach the grammar rules of the target language, are mainly used in teaching English in Turkey where the current study was conducted. The results of this practice are seen in the speaking deficiency and anxiety of students when communicating in the target language. The importance of communication skills is however increasing in the world as English language is becoming a world language; therefore, many language programs in the world, including university foreign language preparatory programs in Turkey, are putting emphasis on the oral skills of the target language and adding speaking courses and assessments into their curricula. Nevertheless, students, especially the ones whose language learning backgrounds are based on just learning the grammar of English,

find these courses too demanding and do not know how to cope with their speaking specific anxiety during the lesson hours. As a consequence, teachers face low in-class participation and do not know how to provoke students' speaking time in their classrooms.

Research Questions

- 1- How does explicit teaching of socio-affective LLSs combined with training on EI impact EFL university students' FLA in English speaking courses?
- 2- Which socio-affective LLSs do EFL university students prefer to use, find efficient, and perceive as easy before and after the training?
- 3- What are EFL university students' attitudes towards training on socio-affective LLSs and EI?
- 4- What are EFL university teachers' attitudes towards training on socio-affective LLSs and EI?

Significance of the Study

Due to the fact that strategy training is of importance to provide learners possible ways to facilitate their language learning process (Cohen, 1998; Oxford, 1990), the present study may contribute to the literature by evaluating the effect of combined socio-affective strategies and emotional intelligence skills in speaking classes. There has been a wide range of research on the possible ways to lower FLA (see Chapter II); however, to the best knowledge of the researcher, there is no study that tests the possible effects of training foreign language learners on socio-affective LLSs together with EI skills. Therefore, this study will contribute to the literature of

language teaching on evaluating the explicit teaching of strategies enhanced with EI to cope with learner anxiety in speaking classes.

The results of the study may be of benefit for students who are taught English as a foreign language in that students may learn about some useful strategies to enhance and facilitate their learning by lowering their FLA. With the help of explicit teaching of socio-affective LLSs and EI competencies, students will have the chance to learn which tactics can be used to manage their high anxiety, and then evaluate and use those that are most beneficial for them. Moreover, since teaching speaking skills is relatively new for the instructors at Uludağ University, where the study is to be conducted, teachers at this specific institution and teachers at similar teaching contexts may become more aware of some possible strategies and their usefulness to help students cope with their anxiety. In addition, they can evaluate and select more teachable strategies, and, ideally, they can foster more participation in their speaking classes. Lastly, curriculum developers, textbook writers, and developers of in-class materials can make use of the strategies offered in this study and include them in their curricula, textbooks, and materials.

Conclusion

This chapter included the background of the study, statement of the problem, research questions, and the significance of the problem. In the second chapter, the literature review related to the study will be presented, and the relevant theoretical background for the terminology used in the study and the relevant research studies conducted in the field of education will be cited.

CHAPTER II: LITERATURE REVIEW

Introduction

In this chapter, the concepts of socio-affective language learning strategies (LLSs) and emotional intelligence (EI) will be defined, and their relationship with foreign language anxiety (FLA) will be discussed. In this purpose, this chapter has been divided into three main sections. In the first section, the definitions and classification of language learning strategies, which encompass socio-affective strategies, and strategy training will be presented. In the next section, following the definitions and models of emotional intelligence, the similarities and differences between socio-affective strategies and emotional intelligence skills will be analyzed; additionally, the relationship between emotional intelligence and education will be discussed. In the last section, anxiety and types of anxiety will be defined. Moreover, the relationship between anxiety and success in language learning, especially in speaking skills, will be examined. Finally, the literature about socio-affective language learning strategies and emotional intelligence in relation with foreign language anxiety will be reviewed in the light of the related studies.

Language Learning Strategies

After the focus in language teaching shifted from product to process and from teacher-centered to learner-centered approaches in the late 1970s, analyzing good language learners' characteristics and learning strategies they apply became the main purpose of many researchers (Naiman, Fröhlich, Stern, & Todesco, 1978; Rubin & Thompson, 1982; Wesche, 1977). Later in the 1990s, the strategies that were applied by good language learners were examined widely and categorized in most studies

with the aim of assisting relatively poor language learners (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990).

In the literature, LLSs have been variously described by many researchers. Despite the theoretical discussion on the definition and components of the terminology in the 30-year history of LLSs, there is still no consensus on the elements that LLSs should have (Macaro, 2006). Different researchers described learning strategies with different point of views. For instance, according to O'Malley and Chamot (1990) LLSs are "thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 1). However, Oxford (1990), emphasized the outcomes of using LLSs and defined them as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (p. 8). Brown (1994), on the other hand, preferred to describe LLSs in more general terms and stated that LLSs are "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" (p. 104). In another definition, Ellis (1996) stated that, an LLS "...consists of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (p. 529). Different from the researchers above, Cohen (1998) made the division between strategies for language learning and strategies for language use and defined LLSs as "those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, recall and application of information about that language" (p. 4). Finally, Griffiths (2008), after reviewing the debate on defining the terminology, concluded that there were six defining characteristics of LLSs; namely they are (1) mental and physical *activities*,

(2) *conscious*, (3) *chosen* by learners, (4) for the *purpose* of learning a language, (5) used for *regulating* or controlling learning, and (6) applied to *learn a language* rather than use a language. Using these six elements, Griffiths (2008) created his own definition as “activities consciously chosen by learners for the purpose of regulating their own language learning” (p. 78). This recent definition provides a good summary of the previous definitions and involves the components that many researchers used in their definitions. Likewise, different categorization schemes of the strategies that language learners use have been provided by several researchers in the literature.

Classification of Language Learning Strategies

There have been several attempts to list and classify the strategies used by different language learners. It was suggested by many researchers that LLSs can be observed, recorded and classified in broad and sub-categories.

One of the significant classifications of learning strategies was done by O'Malley and Chamot (1990). The researchers analyzed LLSs in two different contexts which are learning English as a second (ESL) and as a foreign language (EFL), and three data collection techniques were used: student interviews, teacher interviews, and classroom observations. They identified nearly 25 strategy types in their first study in ESL setting and grouped these strategies as cognitive, metacognitive and social strategies. Cognitive LLSs included resourcing, repetition, grouping, deduction, imaginary, auditory representation, keyword method, elaboration, transfer, inference, note taking, summarizing, recombination, and translation whereas metacognitive LLSs consisted of planning, self-monitoring, and self-evaluation, and finally social strategies were questioning for clarification and cooperation. In their second study which was conducted in an EFL setting, O'Malley

and Chamot (1990) used the same classification scheme. One cognitive strategy, keyword method, was not reported by EFL learners while five more strategies were added in the cognitive group: rehearsal, translation, note taking, substitution, and contextualization. In addition, in the category of metacognitive strategies, one new strategy, delayed production, was added. Another new strategy, self-talk, was found to be used by EFL students, named as an affective strategy and placed under the social/affective strategy category. Therefore, an affective strategy was for the first time mentioned in an LLS classification.

The widest classification of LLSs in the literature was done by Oxford in 1990 after the analysis of the earlier studies on strategy use. Oxford generated her first classification of LLSs in 1985; and a new classification scheme with an adaptation of the previous one was presented in a book with a widely used Strategy Inventory for Language Learning (SILL) in 1990. In her book, Oxford (1990) presented a hierarchical structure of a strategy system including a total of 62 strategies. She initially classified LLSs under two broad categories: direct and indirect strategies. First of all, direct strategies are described as being closely related to the target language and involving mental processing of learners. These strategies include three sub-categories which are memory, cognitive and compensation strategies. While memory strategies assist students to store and retrieve new information, cognitive strategies help to understand and produce the target language, also compensation strategies promote learners to produce in the target language when they lack necessary knowledge related to the language. Furthermore, Oxford (1990) divides indirect strategies of language learning into three sub-categories as metacognitive, affective, and social. With the help of metacognitive strategies, learners are able to plan and control their own learning and cognition of the target

language. Affective strategies aid to regulate emotions that derive from language learning such as anxiety, low motivation, and negative attitudes. Through social strategies, students learn through interactions and cooperation with others.

Unlike O'Malley and Chamot (1990), Oxford (1990) preferred to distinguish between affective and social strategies. Affective strategies consist of three sub-categories which are lowering your anxiety, encouraging yourself, and taking your emotional temperature; moreover; likewise, social strategies cover three learning strategies as asking questions, cooperating with others, and empathizing with others, also each category further include various strategies (See Figure 1).

<i>Affective Strategies</i>	<i>Social Strategies</i>
<p>Lowering Your Anxiety</p> <ul style="list-style-type: none"> • Using Progressive Relaxation, Deep Breathing and Meditation • Using Music • Using Laughter 	<p>Asking Questions</p> <ul style="list-style-type: none"> • Asking for Clarification or Verification • Asking for Correction
<p>Encouraging Yourself</p> <ul style="list-style-type: none"> • Making Positive Statements • Taking Risks Wisely • Rewarding Yourself 	<p>Cooperating with Others</p> <ul style="list-style-type: none"> • Cooperating with Peers • Cooperating with Proficient Users of the New Language
<p>Taking Your Emotional Temperature</p> <ul style="list-style-type: none"> • Listening to Your Body • Using a Checklist • Writing a Language Learning Diary • Discussing Feelings with Someone Else 	<p>Empathizing with Others</p> <ul style="list-style-type: none"> • Developing Cultural Understanding • Becoming Aware of Others' Thoughts and Feelings

Figure 1. Affective and Social Language Learning Strategies

After defining and classifying the different strategies that language learners apply, teaching these strategies to other learners who do not use the same strategies

has been the main focus of many researchers and strategy trainers. As a consequence, the best ways to make the learners aware of and use various strategies in their learning process have been investigated broadly.

Strategy Training

Teaching learning strategies has been another concern for many LLS researchers since with the aid of strategy training, learners are given the chance to take responsibility for their own learning and reduce their dependence on teachers. The main purpose of instructing LLSs is to help learners understand the factors playing a role in their language learning and help discover the best strategies for themselves, so *how to learn* is taught to the students during strategy instruction (Ellis & Sinclair, 1989). In earlier studies, strategy training was named as *learner development* or *learner training*; yet lately, researchers have preferred to use the term *strategy instruction* or *strategy training*. The term *strategy training* will be used in the present study.

During strategy training, learners gain many benefits such as learning process is more effective since learners have the control over their own learning, learners can continue to learn outside the boundaries of classroom, and learners can transfer the strategies being taught to other subject areas in their lives (Ellis & Sinclair, 1989). In addition, students can improve both their learning and language skills while they self-diagnose their strengths and weaknesses, develop problem-solving skills, experiment with both familiar and unfamiliar learning strategies, make decisions about a language task, and monitor and self-evaluate their performance (Cohen, 1998). In order to achieve success in strategy training, different types of strategy training and their benefits have been discussed in the literature.

Types of Strategy Training

Oxford (1990) listed three types of strategy instruction: a) awareness training through which learners can become familiar with the types and benefits of LLSs without performing them in real learning environment; b) one-time strategy training which covers teaching one or several strategies with real learning tasks once or a few times according to the immediate need of learners; and c) long-term strategy training which is very similar to one-time strategy training but lasts for a long time and involves a great number of strategies. According to Oxford (1990), among the instruction types listed, long-term strategy training can be more effective than the other types in that students can internalize LLSs more easily if training continues over a long period of time. In addition, Cohen (1998) extended the types of strategy training and suggested more varied and specific types which are a) general study-skills courses, b) awareness training, c) peer tutoring, d) strategies inserted into language textbooks, e) videotaped mini courses, and f) strategy-based instruction.

The widest debate on the strategy training in the literature has been based on explicit vs. implicit and integrated vs. discrete types of training.

Explicit vs. Implicit Strategy Training

Explicit learning of strategies involves having the awareness of the strategies being used for certain purposes, modeling of the teacher, having insights in practicing new strategies, evaluation of the strategies to be used, and transferring them into new tasks and other subject areas (Chamot, 2008). In implicit learning of strategies; first, the activities and materials structured for the use of certain strategies are presented; later, learners are expected to elicit the use of strategies without being informed about the reasons why they are doing this kind of activities in their classes (O'Malley & Chamot, 1990).

Majority of researchers agree on the usefulness and necessity of explicit teaching of learning strategies to students (e.g., Cohen, 1998; Oxford, 1990; Wenden, 1987). For example, Wenden (1987) asserts that during strategy training, learners should be informed about the value of any particular strategy being taught; in other words, students must know explicitly why they are learning a strategy and how it can be helpful; otherwise, “blind training leaves the trainees in the dark about the importance of the activities they are being introduced to use” (p.159).

Another issue related to strategy training that strategy researchers discussed upon is whether LLSs should be presented to the students in a discrete course or integrated to the courses in the curriculum.

Integrated vs. Discrete Strategy Training

There is less agreement among researchers on the issue if LLSs should be taught in context or separately. In integrated instruction, the strategies planned to be taught are integrated in the curriculum and presented together with the content of lessons, while in discrete strategy instruction, the focus of lessons is solely on the strategies that are presented (O’Malley & Chamot, 1990). When the strategies are taught separately, it means that there are separate courses designed to teach the LLSs only, and learners are instructed these strategies in these courses not the target language.

Two arguments against integrated teaching are about the transfer of strategies to other learning contexts and training teachers on strategy instruction. Jones, Palincsar, Ogle, and Carr (1987 as cited in O’Malley & Chamot, 1990) claimed that students can learn and transfer the strategies that they learn better if they focus their attention on the strategies only. Gu (1996 as cited in Chamot, 2008) also pointed out that it is difficult for learners to transfer the strategies learnt for specific tasks to other

contexts if they are integrated to a specific course. In addition, it is relatively easier to teach the intended strategies discretely by experts since training teachers for strategy instruction may not be easy (Vance, 1996 cited in Chamot, 2008).

However, according to Wenden (1987), learning strategies in context rather than in discrete courses is more effective in that learners can better understand the purpose a strategy serves for. In addition, low motivation can be experienced in separated strategy courses since students may find it difficult to link classroom practices with the uses of strategies in actual learning contexts (Wenden, 1987). Practicing strategies on authentic learning tasks can in fact help students transfer strategies to similar tasks in other courses (Cambione & Armbruster, 1985 as cited in O'Malley & Chamot, 1990). Another LLS researcher, Cohen (1998), also stated that there are significant benefits of integrating strategy training into a regular class schedule because “students get accustomed to having the teacher teach both the language content and the language learning and language use strategies” (p. 151).

According to learners' needs, strategy training could also be based on instructing one or more broad strategy categories. Among the strategies listed by many researchers, training on social and affective (socio-affective) strategies is the least researched area in the literature.

Research on Socio-Affective Strategy Training

In the literature, the least attention has been paid to socio-affective strategies compared to cognitive and metacognitive strategies. Although the role of affect in successful language learning has been emphasized by many researchers (e.g., Arnold, 1999; Dörnyei, 2001, 2005; Oxford & Shearin, 1994), findings from studies demonstrate that affective strategies are the least frequently used learning strategies by language students (Oxford, 1990; Razi, 2009; Şen, 2009, Tercanlioglu, 2004;

Wharton, 2000). In addition, Oxford (1990) stated that affective strategies are “woefully underused” by many students (p. 143), and students who need these strategies most tend to use them least (Hurd, 2008). One reason for this disconnect might be that learners are “not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process” (Oxford, 1990, p.179). The best way to make students be aware of the importance of the emotions and social relations in language learning and to demonstrate the ways to deal with negative feelings emerging during language learning process might be socio-affective strategy training. However, there are very few studies on the effectiveness of training students on these strategies.

In one of the studies which aimed to explore the affective domain and strategy use, Hurd (2008) applied think-aloud protocols to four French language learners who were studying at an open university. The participants were asked to record their thoughts during some reading and writing tasks in French. After the analysis of the data, the participants were observed to experience various positive and negative affective factors, and they used strategies such as “self-encouragement, skipping bits of text, rereading text, keeping going regardless, consulting the *Corrigés* (answer keys) when worried, not dwelling on problems, taking a break, and checking back for reassurance” (Hurd, 2008, p. 21). As a conclusion, Hurd (2008) asserted that socio-affective factors in language learning need more attention from teachers, writers and researchers since “language learning, more than almost any other discipline, is an adventure of the whole person, not just a cognitive or metacognitive exercise” (Oxford & Burry-Stock, 1995 as cited in Hurd, 2008, p. 18). In a different setting where English is taught as a foreign language (EFL), the effectiveness of socio-affective strategy training on students’ listening ability was

investigated by Hamzah, Shamshiri and Noordin (2009) in an experimental study with 56 Malaysian college students. Different from the control group, the experimental group received education on how to reflect their feelings and worries, how to communicate with their peers and teachers, and how to relax before doing exercises. According to the post-test results, “the experimental group considerably outperformed the control group” (Hamzah et al. 2009, p. 694). This study also showed the necessity of training on socio-affective strategies as learners were provided an aid to control their stress during difficult tasks like assessment of their listening ability.

However, in a Canadian setting, affective strategy training did not have any significant effect on learners’ second language speaking performance or self-efficacy beliefs. Rossiter (2003) also designed an experimental study with 31 adult intermediate-level English as second language (ESL) learners. In this study, affective strategies (e.g., relaxation, risk-taking, self-rewards) were introduced to the treatment group for ten weeks. As a result, the researcher pointed out that although learners’ consciousness on affective dimensions in language learning raised and positive atmosphere was reinforced in the class, there were not any significant additional benefits to learners’ second language speaking performance or self-efficacy. Rossiter (2003) concluded that since socio-affective strategies are mostly discussed in theoretical and correlational studies, more research is needed to examine the effectiveness of practical uses of these strategies.

On the other hand, it is essential to distinguish between EFL and ESL settings in socio-affective strategy use and training. In his theoretical paper, Habte-Gabr (2006) emphasized the importance of socio-affective strategy use when teaching the mainstream subjects through English in a Colombian context which has a

homogenous environment where students speak Spanish as their first language. He focused on the importance of socio-affective strategy use and instruction in EFL contexts as students lack the exposure to a socio-cultural environment of English. As opposed to the ESL settings, in an EFL setting, students have little chance to produce the target language especially if they are sharing the same first language with their peers or teachers. The instructor is therefore viewed as the only source from which to acquire the language and the culture, and many EFL learners do not feel the necessity to communicate in English unless they are speaking with their teachers or as a part of class activities that require speaking; as a result, they fail to develop the necessary strategies when producing the target language, and students are even unaware of the fact that their feelings can be important when learning and producing the foreign language. Habte-Gabr (2006) also stated that with the aid of socio-affective strategies and training on these strategies, EFL learners can have a better relationship with their instructors and ask questions freely since they get humane support and experience a positive atmosphere during their class hours.

Another important concept whose effectiveness on social and emotional aspects of learning has been discussed in the literature is emotional intelligence (EI). In many areas of education including language education, EI has been widely researched, and its benefits have been discussed.

Emotional Intelligence

Intelligence was traditionally regarded as essential for students in educational settings, and certain specific qualities in students were thought to be necessary in order to be considered as intelligent. However, Gardner (1983) introduced a new theory of human intellectual competencies in his book, *Frames of Mind: The Theory of Multiple Intelligences*, and his multiple intelligences theory suggested that people

may have different types of intelligences which are linguistic, musical, logical/mathematical, spatial, bodily kinesthetic, and personal intelligences. After Gardner's (1983) list of intelligences, another intelligence type that captured the attention of many researchers in the fields of psychology and education is emotional intelligence (EI). There is a debate on the time when the terminology first appeared and who first operationalized it, yet Salovey and Mayer (1990) were the first researchers to establish the theoretical basis of EI in their influential article *Emotional Intelligence*. Several other researchers and authors have studied and examined this new concept empirically and discussed ways to improve and implement it in academic areas.

There are three prominent researchers whose definitions and models of EI were widely accepted in the literature of human psychology. EI as defined by Salovey and Mayer (1990) is "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Another well-known researcher, Goleman (1995), defined EI as "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (p. 34). Finally, in Bar-On's (1997) definition EI was views as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14). It is obvious in these definitions that all three researchers have different opinions about the elements that compromise EI. These discrepancies show the reason why these researchers created their own EI models and listed different abilities or competencies a person should possess in order

to be emotionally intelligent. Two models that emerged from these researchers' different views are ability and mixed models.

Ability Model of Emotional Intelligence

Salovey and Mayer (1990, 1995) are the well known supporters of the ability model of EI. Examining the two terms *intelligence* and *emotions*, they concluded that these terms actually do not contradict with each other and there is a close relationship between thought and emotions. Their EI theory predicts that, similar to other types of intelligences, EI is a compilation of mental abilities which can find right answers to mental problems, correlate with other measures of intelligences, and develop with age (Salovey & Mayer, 1995). The ability model of EI covers four broad EI skills which are a) perceiving emotions, b) using emotions (to facilitate cognition), c) understanding emotions, and d) managing emotions. The ability of *perceiving emotions* covers noticing and differentiating emotions that a person experiences or observes in others. *Using emotions* refers to making use of emotions to facilitate and direct cognitive thinking so that a person can find solutions to certain problems more easily and effectively. *Understanding emotions* is the ability to set links among emotions or understand the causes resulting in various emotions. Finally, *managing emotions* covers regulating emotions and responding accordingly in social contexts.

The ability model of EI separates personality characteristics like warmth, persistence, and outgoingness from the mental abilities described above, insists on investigating such characteristics separate from EI, and claims that in other models of EI, they are independent entities which may even contradict with each other (Mayer, Salovey, & Caruso, 2004).

Mixed Models of Emotional Intelligence

Mixed models of EI treat both mental abilities and personality traits as necessary components of emotional intelligence. As the first supporter of a mixed model, Goleman (1990) tried to combine *cognitive* and *emotional* features of mind claiming that these features work together to achieve success in one's life. However, different from Mayer and Salovey's (1990) model, Goleman's (1990) model of EI includes traits such as interacting with others smoothly and not being impulsive near mental abilities like recognizing and monitoring feelings. There are five EI skills in Goleman's (1990) model: a) self-awareness, b) managing emotions, c) motivating oneself, d) empathy, and e) social skills. *Self-awareness* means being aware of one's feelings and acting accordingly. *Managing emotions* can be viewed as the control over one's emotions. *Motivating oneself* is regulation of emotions for a purpose and eagerness to achieve that purpose despite obstacles. *Empathy* includes understanding how others feel and showing respect to their emotions. Lastly, *social skills* cover the ability to understand the characteristics of social relationships so as to set smooth relations with others. Goleman (1995) additionally claimed that people with high EI competencies may be more successful than people who have high IQ scores and emotionally intelligent people may guarantee success in many life areas including school and work.

Another mixed model of EI was designed by Bar-On (1997, 2000), who created the most recent and comprehensive theoretical framework of EI with five broad skills and 16 sub-skills. He was also the first researcher to use the term Emotional Quotient (EQ) for his EI measurement tool Emotional Quotient Inventory (EQ-i). Bar-On (2006) described his own model as a combination of social and emotional ability:

According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. (p.14)

The EI competencies in this model both include mental abilities that can be found in Mayer and Salovey's (1997) model (e.g., emotional self-awareness) and personal characteristics that are a part of Goleman's (1990) model (e.g., skills in interpersonal relationships). However, Bar-On's (2000) model puts more emphasis on social skills; for example, social responsibility is listed under the broad category of interpersonal skills. In addition, two new concepts happiness and optimism are included under the category of general mood, which can be regarded as personality traits. The five broad areas in this model include a) intrapersonal, b) interpersonal, c) adaptability d) stress management, and e) general mood; each broad area was further subdivided into sub-skills (See Figure 2).

<i>EI skills, Sub-Skills, and Their Definitions</i>
<p>Intrapersonal (Self-awareness and self-expression)</p> <ul style="list-style-type: none"> • Self-Regard (To accurately perceive, understand and accept oneself.) • Emotional Self-Awareness (To be aware of and understand one's emotions and feelings.) • Assertiveness (To effectively and constructively express one's feelings.) • Independence (To be self-reliant and free of emotional dependency on others.) • Self-Actualization (To strive to achieve personal goals and actualize one's potential.)
<p>Stress Management (Emotional management and regulation)</p> <ul style="list-style-type: none"> • Stress Tolerance (To effectively and constructively manage emotions.) • Impulse Control (To effectively and constructively control emotions.)
<p>General Mood (Self-motivation)</p> <ul style="list-style-type: none"> • Optimism (To be positive and look at the brighter side of life.) • Happiness (To feel content with oneself, others and life in general.)
<p>Interpersonal (Social awareness and interpersonal relationship)</p> <ul style="list-style-type: none"> • Empathy (To be aware of and understand how others feel.) • Social Responsibility (To identify with a social group and cooperate with others.) • Interpersonal Relationship (To establish mutually satisfying relationships and relate well with others.)
<p>Adaptability (Change management)</p> <ul style="list-style-type: none"> • Reality-Testing (To objectively validate one's feelings and thinking with external reality.) • Flexibility (To adapt and adjust one's feelings and thinking to new situations.) • Problem-Solving (To effectively solve problems of a personal and interpersonal nature.)

Figure 2. Skills and Sub-Skills of the Bar-On Model of Emotional Intelligence

According to Mayer et. al. (2004) both ability and mixed models of EI partially overlap on a number of other concepts such as emotional creativity (Averill

& Nunley, 1992 as cited in Mayer, et. al., 2004) or emotional-responsiveness empathy (Mehrabian & Epstein, 1972 as cited in Mayer, et. al., 2004). In a similar way, socio-affective language learning strategies described and analyzed in the previous section share certain similarities with Bar-On's (2000) mixed model of EI which constitutes both social and emotional intelligences while having a few differences.

Comparison of Socio-Affective Language Learning Strategies and Emotional Intelligence Skills

Socio-affective LLSs that Oxford (1990) categorized share some similarities with the EI competencies of Bar-On's (2000) model. The similarities can be analyzed under two main categories: intrapersonal (affective) and interpersonal (social) strategies and/or skills.

The first category includes abilities of understanding and managing one's own feelings. Affective LLSs, which cover three broad categories of *taking your emotional temperature*, *lowering your anxiety*, and *encouraging yourself* and three EI sub-skills, *intrapersonal skills*, *stress management*, and *general mood* are similar in that they all can be categorized under the heading of intrapersonal skills or strategies (See Figure 3).

<i>Affective LLSs</i>	<i>EI Skills</i>
Lowering Your Anxiety <ul style="list-style-type: none"> • Using Progressive Relaxation, Deep Breathing and Meditation • Using Music • Using Laughter 	Stress Management <ul style="list-style-type: none"> • Stress Tolerance • Impulse Control
Taking Your Emotional Temperature <ul style="list-style-type: none"> • Listening to Your Body • Discussing Your Feelings with Someone Else • Using a Checklist • Writing a Language Learning Diary 	Intrapersonal Skills <ul style="list-style-type: none"> • Emotional Self-Awareness
Encouraging Yourself <ul style="list-style-type: none"> • Making Positive Statements • Rewarding Yourself 	General Mood <ul style="list-style-type: none"> • Optimism • Happiness

Figure 3. Similarities between LLSs and EI at Intrapersonal Level

The strategies that language learners use to take their *emotional temperature* and *lower their anxiety* are quite similar to the activities that many EI trainers suggest to improve the EI skills of *emotional self-awareness* and *stress tolerance*. For example, using progressive relaxation, deep breathing, meditation, and laughter are the LLSs Oxford (1990) listed to lower anxiety; similarly, relaxation skills, meditation, and humor are suggested to develop stress management skills by several EI trainers (e.g., Nelson & Low, 2011; Bahman & Maffini, 2008). Moreover, *listening to music*, which is another LLS to lower anxiety, have been suggested by EI researchers as a way of self-expression and developing emotional intelligence (e.g., Bahman & Maffini, 2008). Additionally, “rational emotive therapy”, which was suggested as a strategy to lower anxiety in language classes by Foss and Reitzel (1991, p. 445) is an example of Rational Emotive Behavior Theory and Therapy

known as ABCDE system in human psychology. This system was first generated by a well known psychologist Dr. Albert Ellis and is defined as “... a system for altering your perceptions, attitudes and behavior ...by means of logical and deductive reasoning, instead of allowing your feelings to get the better of you” (Stein & Book, 2006, p.37-38). Stein and Book (2006) regarded this framework as the basis for the EI exercises they provided in their book. In addition, writing a language learning diary was listed in Oxford’s (1990) LLS classification as a way to *take emotional temperature*; similarly, Bahman and Maffini, (2008) and Panju (2008), who proposed strategies to promote EI inside the classrooms, suggested keeping a feelings diary and diary headings in order to promote the EI sub-skill of *self-awareness*. Finally, the LLSs used for encouraging oneself, *making positive statements and rewarding oneself*, have commonalities with the EI sub-skills *optimism* and *happiness* in that these learning strategies can foster general positive mood.

The second category of similarities includes strategies and skills related to one’s social interactions with others in interpersonal relationships. LLSs and EI competencies in this category are implemented to create better relationships with others or to adapt unfamiliar situations more easily. Similarities in this category are seen between social LLSs, *cooperating with others* and *empathizing*, and EI sub-skills of *interpersonal competencies* and *adaptability* (See Figure 4).

<i>Social LLSs</i>	<i>EI Skills</i>
Cooperating with Others <ul style="list-style-type: none"> • Cooperating with Peers • Cooperating with Proficient Users of the New Language 	Interpersonal Skills <ul style="list-style-type: none"> • Interpersonal Relationship • Social Responsibility
Empathizing with Others <ul style="list-style-type: none"> • Becoming Aware of Others' Thoughts and Feelings • Developing Cultural Understanding 	Interpersonal Skills <ul style="list-style-type: none"> • Empathy Adaptability <ul style="list-style-type: none"> • Flexibility

Figure 4. Similarities between LLSs and EI at Interpersonal Level

First of all, *cooperating with others* which is a social LLS can be used to foster *interpersonal relationships*. According to many experts on EI training (e.g., Lynn, 2000; Schiller, 2011) cooperativeness is key to developing effective interpersonal relations and social responsibility. Additionally, *empathizing with others*, that is being aware of and understanding others' thoughts and feelings, is observed both in social LLSs and EI skills. Several EI trainers emphasize the importance of empathy towards others in order to develop better social relations in classrooms (e.g., Merrell, 2007 ; Schiller, 2011). *Developing cultural understanding* which is listed under the heading of *empathizing with others* in social LLSs can also be used to enhance the EI sub-skill of *flexibility*, which is described as adaptation and adjustment of one's feelings and thinking to new situations and listed under the broad EI category of *adaptability*.

On the other hand, not all the competencies of EI overlap with socio-affective LLSs. The EI sub-skills of *assertiveness*, *self-regard*, *self-actualization*, and *independence* do not exist in the language strategy categorization. Moreover, adaptability sub-skills of EI: *reality-testing* and *problem-solving* have not been

observed among LLSs. There are also some socio-affective strategies that exist only among learning strategies. First, there is one affective LLS that does not match with any of the EI skills: *taking risks wisely*. Additionally, the social LLS of *asking questions of clarification, verification, and correction*, does not exist as a separate EI skill although they are necessary for creating cooperativeness in interpersonal skills.

As a consequence, affective and social LLSs share many similar points with the main skills and sub-skills of EI although EI covers more concepts. Similar to learning strategies, emotional intelligence has been widely used to help students deal with the hardship of learning new concepts. Different models of EI have been used in many education programs to develop students' EI competencies with the aim of guiding learners thorough their education process and creating a positive and collaborative atmosphere at schools.

Emotional Intelligence Training

The first person who supported the relationship between emotional intelligence and education was Goleman (Mayer & Cobb, 2000). According to Goleman (1998), unlike IQ, EI can develop over a lifetime, and EI competencies can be increased with the right practice. Goleman (1995) believed that, educating students in EI will make schools “a place where students feel respected, cared about, and bonded to classmates” (p. 280). Moreover, in the later model of EI, Bar-On (2000, 2006, 2007) also supported the idea that EI competencies can be teachable and learnable. He claimed that the empirical studies that tested the effectiveness of social and emotional programs in school, workplace and clinical areas support the idea that the factors described in his (2000) mixed model can be developed through “relatively simple didactic methods over a relatively short period of time” (Bar-On, 2006, p.22).

Mayer and Cobb (2000), however, criticized education on emotional intelligence. They pointed out that training students on trait EI was not different from character education which was present in the educational area for a long time. Moreover, according to Mayer and Cobb (2000), learning an intelligence is meaningless because intelligence itself means the ability to learn. The lack of operational basis in the popularized mixed models of EI and the lack of enough evidence to prove the link between success and EI training are other problems that Mayer and Cobb (2000) proposed. The researchers, on the other hand, kept an open door for EI training stating that,

If emotional intelligence becomes better established, as we expect it will, it could be integrated into policy in several ways. It might lead to an understanding of how socioemotional programs work. Emotional intelligence also may be integrated into existing curricula. (p.180)

EI training programs have been widely implemented in school curricula and their effectiveness has been tested worldwide after Mayer and Cobb (2000). A great number of EI training programs were able to find positive academic and behavioral changes in learners.

One example of EI training was conducted in the Spanish Compulsory Secondary Education context. Ruiz-Aranda, Salguero, and Cabello (2012) tested the effectiveness of 10-week program on 147 randomly selected students aged between 13 and 16. The researchers used different self-report questionnaires, and the variables questioned were negative attitude toward school and teachers, anxiety, atypicality, self-esteem, sensation seeking, self-confidence, social stress, depression, locus of control, interpersonal relationships, relationships with parents, sense of incapacity, and somatization. Research was based on a quasi-experimental pre-test-intervention-

post-test design. The results showed that the variables of self-confidence and relationships with parents did not change within or after the training period; however, EI training program had a positive effect on the learners' anxiety, negative attitude toward teachers, atypicality, social stress, depression, external locus of control, and sense of incapacity. In addition, the students' self esteem in the experimental group significantly increased. This quasi-experimental research study showed that EI training is effective on various psychosocial adjustment dimensions. In another research study, a comprehensive meta-analysis was used to analyze the effectiveness of universal social and emotional learning (SEL) programs between 1970 and 2007. Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) analyzed 213 studies investigating the effects of such training programs. Dependent variables for the meta-analysis were (a) social and emotional skills, (b) attitudes toward self and others, (c) positive social behaviors, (d) conduct problems, (e) emotional distress, and (f) academic performance. As a result of SEL training, significant improvements were observed in these areas. The researchers pointed out that this meta-analysis provided empirical evidence for the effectiveness of the educational programs that integrate emotional and social intelligence training.

The benefits of such programs have also been supported with teachers' and students' positive reflections. Brackett and Katulak (2006) evaluated the effectiveness of a social and emotional program integrated into schools' curricula in several districts in the USA and one district in England. With the help of the feedback from teachers, Brackett and Katulak (2006) listed five benefits for students:

...[Students] (1) seem more comfortable expressing themselves in class without fear of being judged and ridiculed, (2) appear to have a better understanding of their peers and family members, (3) interact more effectively with students with whom they previously were unable to maintain positive interactions, (4) demonstrate less problem behavior and more prosocial behavior, and (5) write better and incorporate feeling words into other curriculum areas. (p.23)

The results of this study showed that the teachers who were involved in this type of education programs observed significant positive differences in their students' behaviors and interactions with others.

Although social emotional training has been applied worldwide in the field of education to foster the students' success and happiness in schools, to the best knowledge of the researcher, EI competencies have never been used to help learners develop strategies to cope with their feelings during the second and foreign language learning process despite the fact that EI can well be applied in language classrooms and can be effective as well as socio-affective LLSs to overcome the possible problems learners face. One of these problems that can inhibit student learning is anxiety.

Anxiety

The importance of affect in language classes gained importance in the 1970s with the integration of humanist psychologists' theories into education (e.g., Maslow, 1970; Moskowitz, 1978; Rogers, 1969). Different language teaching methods like Silent Way, Suggestopedia, and Community Language Learning viewed learner anxiety as a significant factor in language learning, and a stress-free and positive

classroom atmosphere was advised as the key to overcome high learner anxiety that may block learning in the language classrooms.

The Macmillan Dictionary of Psychology (1995) describes anxiety as “a feeling of fear or dread; when severe it is accompanied by symptoms like sweating, shaking and rapid heart-beat caused by arousal of the sympathetic system.” In this definition of anxiety, two broad concepts are related to anxiety: *fear* followed by certain *symptoms*. Likewise, two early psychologists, Darwin (1872, 1965 as cited in Spielberger & Sycleman, 1994) and Freud (1924 as cited in Spielberger & Sycleman, 1994), linked anxiety with the excessive amount of fear caused by a source of danger. Darwin (1872, 1965 as cited in Spielberger & Sycleman, 1994) explained anxiety with “fear from mild apprehension or surprise to an extreme agony of terror” (p. 293). Similarly, Freud (1924 as cited in Spielberger & Sycleman, 1994) defined anxiety as an “emotional reaction that was proportional in intensity to a real danger in the external world” (p. 293). Moreover, both psychologists agreed on the fact that fear caused by danger can differ in amount; while some people feel an extensive amount of fear of a possible danger, some others can show less anxiety as a reaction to the same type of danger (Spielberger & Sycleman, 1994). This fact shows that some people are better at dealing with their anxiety unlike others and can stay calm in stress-provoking situations.

In addition to analyzing the characteristics of anxiety, several psychologists have also tried to differentiate different types of anxiety including trait anxiety, state anxiety, and situation-specific anxiety (Horwitz, 2010).

Types of Anxiety

According to MacIntyre (1999), trait anxiety is “a feature of an individual’s personality and therefore is both stable over time and applicable to a wide range of

situations,” and state anxiety refers to “the moment-to-moment experience of anxiety; it’s the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (p. 28). It is obvious that the difference between trait and state anxiety is that one is bound to personality traits and is permanent and persistent whereas the other is linked to specific type of experiences and can be temporal and differ over time. Situation-specific anxiety is another type of anxiety which is defined as being experienced in “a single context or situation only... thus it is stable over time but not necessarily consistent across situations” (MacIntyre, 1999, p. 28). This sophisticated type of anxiety is felt by a person in well-defined situations and is continuous over time (MacIntyre & Gardner, 1991). There are a number of situation-specific anxiety types; stage fright, test anxiety, maths anxiety, and library anxiety can be good examples of situation-specific anxiety (MacIntyre & Gardner, 1991). All of these examples have different contexts and situations; a person may feel anxious in one context but not in others. For example, composition anxiety, defined as another type of situation-specific anxiety by Onwuegbuzie (1997), is a person’s experience of negative feelings about writing down something.

As can be seen in these definitions and examples of different anxiety types, trait, state, and situation-specific anxieties are like Russian Matruska dolls which cover one another. A person who has trait anxiety can have both state and situation-specific anxieties, and one who has state anxiety may have several situation-specific anxiety types.

Language anxiety is another type of situational anxiety which has effects on state anxiety (MacIntyre & Gardner, 1991). “We can see that a person with a high level of language anxiety will experience state anxiety frequently; a person with a low level of language anxiety will not experience state anxiety very often in the

second language context” (MacIntyre, 1999, p.29). Therefore, language anxiety can be regarded as state or situation-specific type of anxiety depending on the level and frequency a person experiences it. Language-specific anxiety is commonly experienced in second or foreign language classrooms in low or high levels, and foreign language anxiety (FLA) is mostly preferred name for this type of anxiety.

Foreign Language Anxiety

The term FLA was generated by Horwitz, Horwitz, and Cope’s (1986) after they worked with a support group of 225 students from beginning language classes at the University of Texas. Seventy-eight students in this group reported having anxiety during their foreign language classes. Two groups of fifteen students were selected to have group-focused meetings, and their foreign language learning experiences contributed to the formulation of the research instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), which has been used worldwide by many researchers to test language learners’ anxiety levels. Focused group meetings indicated that FLA existed at least for some aspects of foreign language learning such as “communication apprehension”, “test anxiety”, and “fear of negative evaluation” (Horwitz et. al., 1986, p.127). The results of the study also revealed that students may have high, moderate, and low levels of FLA. Students with high FLA avoid learning any foreign languages or even change their majors due to this avoidance. Moderate FLA causes students to have procrastination behaviors, avoidance of speaking, and preference of back seats in the classrooms. Students having low anxiety rarely experience tension learning a new language. This study indicated that anxious students were common in foreign language classrooms, at least in beginning classes at universities, and there is a need to distinguish FLA from any other anxiety types. Horwitz et. al. (1986) defined FLA as “a distinct complex of

self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

Analyzing the impact of FLA on language learning has been the purpose of many studies thereafter, and two types of impact has been emerged during the debate among FLA researchers: facilitative vs. debilitating.

Foreign Language Anxiety: Facilitative or Debilitative?

On the basis of the effect of language anxiety on language achievement, many researchers (Bailey, 1983; Horwitz & Young, 1991; MacIntyre and Gardner, 1991; Oxford, 1990; Scovel 1991) agreed on two types of anxiety: facilitative and debilitating. According to Young (1991), “facilitating anxiety is an increase in drive level which results in improved performance while debilitating anxiety is an increase in arousal or drive level which leads to poor performance” (p. 58). In addition, Scovel (1991) stated that facilitative anxiety prepares students emotionally and motivates to tackle new and challenging tasks; however, students with debilitating anxiety tend to stay away from new learning tasks and adopt avoidance behaviors. As a result, learners need both facilitative and debilitating anxiety because learners must have both caution and motivation when learning new language items (Scovel, 1991). According to Bailey (1983), who emphasized the positive affect of anxiety over the negative one, facilitating anxiety motivates students to work harder and show better performance on some occasions. In other words, anxiety may not always be an obstacle in learning a new language but may also be a drive to facilitate learning. On the other hand, Krashen (interviewed in Young, 1992) claimed that although facilitative anxiety may have a positive effect on learners’ cognitive alertness, language classes are different from other learning situations, so there should be no anxiety at all during acquisition of a language. In addition, Oxford

(1990) believed that although some anxiety may assist students to perform at the best level, “too much anxiety blocks language learning” (p.142). Oxford (1990) also asserted that every language classroom can cause high levels of anxiety since learners are obliged to perform the target language in front of the class, and they can be inhibited with the fear of being negatively criticized.

Several research studies in the literature revealed that FLA and language achievement have negative correlations. For example, the relationship between language anxiety and student achievement was investigated by Awan, Azher, Anwar, and Naz (2010) in a survey study conducted with 149 participants at university level in Pakistan. A shortened version of the FLCAS was used as an instrument, and the results showed that anxiety had debilitating effects on learners’ achievement levels. Compared to less anxious students, the students with higher anxiety performed poorly. In addition, the classroom situations that provoke anxiety the most were analyzed, and the findings showed that the classroom activities that involve speaking in front of others were the most significant reason for language anxiety. Another recent study conducted by Arnaiz and Guillén (2012) focused on the relevance of FLA with individual differences such as gender, age, grade, and language level. The participants were 216 English learners in a Spanish university context. After students’ anxiety levels and individual differences were determined, according to the statistical analyses of the data, students with the highest level of FLA tended to have lower grades, younger age and were female. In regard to grade levels and proficiency, lower grade and proficiency level students had higher anxiety levels, and *Communication Apprehension* was found to be the most significant factor in FLA. It was concluded that when the students were less anxious in oral language skills, they were more proficient and successful in English.

These two sample studies above support the ideas of Krashen (interviewed in Young, 1992) about the debilitating effect of anxiety in language classrooms. It can also be seen in these studies, and in many others, that the debilitating effect of FLA is mainly observed while communicating in a foreign language, so language classrooms with the focus on oral skills may be the unique places where students have the highest level of language anxiety.

Research on Foreign Language Anxiety and Oral Language Skills

In the educational research area, FLA is usually associated with speaking and listening skills suggesting that oral classroom activities are the source of anxiety for learners (Horwitz et al., 1986; MacIntyre, 1995; Price, 1991; Young, 1991). There is a plethora of studies aimed at investigating the FLA in relation to speaking anxiety (e.g., Azarfam & Baki, 2012; Chiba & Morikaw 2011; Foss & Reitzel, 1988; Heng, Abdullah, & Yusof, 2012; Horwitz & Schallert, 1999; Kessler, 2010; Liu, 2007; Liu & Jackson, 2008; Mak, 2011; Oya, Manalo, & Greenwood, 2004; Subaşı, 2010; Woodrow, 2006; Young, 1990).

In a survey study, Liu and Jackson (2008) found out that there was a positive correlation between Chinese EFL students' unwillingness to communicate and their FLA. Moreover, their self-rated English proficiency and their unwillingness to communicate were significantly correlated. Teachers were advised to help students increase their self-perceived competence in English and build up their self-confidence. In addition, the researchers suggested that EFL teachers should give students equal opportunity to speak in the class by facilitating more interactive group activities or calling on students in a nonthreatening manner.

In another EFL setting, Subaşı (2010) aimed at investigating two potential sources of the anxiety 1) fear of negative evaluation, and 2) self-perceived speaking

ability among 55 Turkish university students who responded to a 55-item multiple-choice survey. Interviews were also conducted with 15 students in order to examine the reasons for their anxiety while using English. According to the results of the study, the fear of negative evaluation and FLA level had a positive correlation. In addition, after the analysis of the data from the interviews, the main sources of the students' anxiety were explored as personal reasons, teachers' manners, teaching procedures, and previous experience. The implications of the study for FLA teachers were identifying students having high anxiety and low self-esteem and creating a friendly atmosphere for them to produce the target language. Moreover, Subaşı (2010) suggested that appropriate strategies to help students eliminate anxiety in oral skills should be examined and applied.

Azarfam and Baki (2012) conducted a case study different from the previous research in that it focused on exploring instructors' and learners' perceptions on the sources and role of the language anxiety in speaking skill. The researchers used qualitative research methods in the form of semi-structured interviews. In this purpose, three Iranian EFL teachers and three EFL learners were selected as the subjects of the study in order to obtain two different perspectives on language anxiety. EFL learners reported on the factors affecting FLA as feeling inability to communicate, desire to produce perfect and faultless sentences, fear of making errors in speaking, fear of being called on, and avoiding asking professor questions. Teachers, however, believed that students can benefit from some FLA experiences in that anxiety can have a positive or facilitating effect on learning. Moreover, they all agreed that speaking compared to other language skills is the most anxiety provoking one. As a result, Azarfam and Baki (2012) suggested some techniques and strategies which are setting classroom rules, correcting students' errors indirectly, creating

informal and learning-supportive environment where students can ask for help without embarrassment. Furthermore, it is advised that teachers should get specific training courses on language anxiety in order to become aware of the sources of it and the strategies to overcome FLA in EFL classes.

In addition to the suggestions in these studies, many other researchers mentioned about the benefits of varied learning strategies including socio-affective LLSs to lower the language anxiety in classrooms (e.g., Foss & Reitzel, 1988; Young 1991; Wei, 2012; Williams & Andrade, 2008). However, the effectiveness of explicit teaching of socio-affective strategies on students' foreign language anxiety has been little investigated.

Research on Foreign Language Anxiety and Socio-Affective Strategies

Despite the emphasis on the usefulness of socio-affective strategies for reducing FLA in the literature, the only study that aimed to explore the effectiveness of socio-affective strategy training on both anxiety and other affective domains was conducted by Fandiño-Parra (2010). In a case study, the researcher investigated the effectiveness of teaching socio-affective LLSs explicitly on four affective factors in language learning: beliefs, attitudes, anxiety, and motivation. The participants were 17 beginner EFL students. Two open-ended questionnaires, a rating scale, participant observation, and field notes were used as research methods, and the conclusions showed that explicit strategy instruction on socio-affective LLSs may be beneficial for raising awareness and paying attention to students' feelings and social relations. As Fandiño-Parra (2010) suggested, teachers and students must consider affective factors as important elements to understand language learning process and to create a positive and comfortable classroom atmosphere.

Similar to socio-affective LLSs, the possible positive impact of EI training on language anxiety has not been analyzed thoroughly. The research that has investigated the relationship between FLA and EI has however mainly been on survey studies.

Research on Foreign Language Anxiety and Emotional Intelligence

Most of the research conducted in different EFL settings found a negative correlation between FLA and EI and suggested that EI training may be effective at eliminating learner anxiety while studying and producing the target language (e.g., Birjandi & Tabataba'ian, 2012; Chao, 2003; Dewaele, Petrides, & Furnham, 2008; Ergün, 2011; Rouhani, 2008; Şakrak, 2009).

For example, Chao (2003) examined 306 EFL college students' FLA and EI levels in Taiwan with the purpose of exploring the relationship between FLA and EI skills. The FLCAS and the Exploring and Developing Emotional Intelligence Skills scale (EDEIS) were used to collect the data. According to the quantitative analysis of the data, Taiwanese students with high FLA were observed to have lower EI showing that there is a significant negative correlation between FLA and EI.

In another EFL context, two different researchers, Şakrak (2009) and Ergün (2011) surveyed the EI and FLA levels of EFL Turkish students at university level, and they analyzed the relationships between the students' FLA and EI. After the analysis of their quantitative data, similar to Chao (2003), the researchers found a significant negative relationship between the participants' general EI and FLA. The integration of EI in EFL classes was suggested to help diminish students' high FLA creating a more positive and stress-free atmosphere.

In addition, two different studies conducted in Iranian EFL settings similarly supported the positive impact of EI on lowering EFL learners' FLA. Firstly, in his

experimental study, Rouhani (2008) examined the effectiveness of a cognitive-affective reading-based course on Iranian EFL students' emotional intelligence, foreign language anxiety, and empathy. The emotional intelligence, foreign language anxiety, and empathy tests were administered as pre- and post-tests to control and experimental groups. The subjects in the experimental group were asked to read literary texts where they empathized with the characters or the events and made connections to their own lives. After an eight-week interval, the difference in the test results of the students in the experimental group was bigger from pre-test to post-test compared with the students in the control group. While the participants' EI and empathy scores increased, their FLA scores decreased as a result. This study was helpful in providing empirical support for an empathy-integrated reading course which significantly lowered the students' foreign language anxiety while improving their EI. Secondly, Birjandi and Tabataba'ian (2012) aimed to explore the relationships among EI, FLA, and willingness to communicate (WTC) of 88 upper intermediate and advanced learners of English. Three different questionnaires were implemented, and the results indicated that the relationships among FLA, WTC, and EI were significantly related. The pedagogical implications of the study revealed that language schools should develop programs or design their curriculum accordingly to train their learners to develop EI so that students and even teachers can control their speaking anxiety while communicating in the target language.

Finally, in a world-wide survey study, Dewaele, Petrides, and Furnham (2008) examined the impact of trait EI on socio-biographical variables, one of which is communicative anxiety (CA), of 464 multilingual individuals from 43 different first languages (L1s). Data were collected via web-based questionnaires, and the effects of EI on CA in the first language along with FLA in the second, third, and

fourth languages were examined. As hypothesized by the researchers, EI levels were significantly effective on CA and FLA. The participants with lower EI had higher CA in their L1 and in other foreign languages. These results supported the previous research in that learners deal with their high anxiety better when they have higher EI.

As a result, all these researchers investigating the relationship between anxiety and EI suggested that training students on the competencies of EI might be efficient in lowering learners' language anxiety and increasing success in language classes.

Conclusion

In this chapter, three important concepts which are socio-affective language learning strategies, emotional intelligence, and foreign language anxiety have been defined, and the effects of socio-affective language learning strategies and emotional intelligence on foreign language anxiety have been discussed through the review of related literature. The next chapter presents the research methodology used in this study, including setting, participants, training, research design, instruments, and finally data collection and analysis procedures.

CHAPTER III: METHODOLOGY

Introduction

The study aims to explore the possible effects of explicit teaching of socio-affective language learning strategies (LLSs) combined with emotional intelligence (EI) training on foreign language learners' anxiety levels in speaking classes. The research questions addressed in this exploratory study are:

- 1- How does explicit teaching of socio-affective LLSs combined with training on EI impact EFL university students' FLA in English speaking courses?
- 2- Which socio-affective LLSs do EFL university students prefer to use, find efficient, and perceive as easy before and after the training?
- 3- What are EFL university students' attitudes towards training on socio-affective LLSs and EI?
- 4- What are EFL university teachers' attitudes towards training on socio-affective LLSs and EI?

This chapter focuses on the methodological details of the study and is divided into five sections. First of all, the characteristics of the setting and the participants are described in detail. The second section introduces the process of training. Next, the research design and the research instruments are explained in the third section. In the fourth section, the the data collection process is presented, and data analysis techniques are explained in the final section.

Setting and Participants

The study was conducted at the School of Foreign Languages at a state university in Turkey. Based on the preferences and expectations of the departments

at the university, students from 14 different faculties and 44 departments have foreign language education in three different languages: English, French, and German. For 15 departments, it is compulsory for students who lack the necessary language proficiency to attend the language preparatory class before they begin their undergraduate studies. Students from the other 29 departments can also enroll the preparatory class voluntarily. At the beginning of each academic year, a proficiency exam is administered for all the students newly entering the university. Students who can get 70 points or higher from this exam can directly pass to their departments and start to take their department related courses. Those who score lower than 70 are expected to complete the one-year language preparatory program obligatorily or voluntarily depending on their departments and choices.

Students who are to continue their education in the preparatory class then have to take the placement test in the first week of the instruction period. According to the scores they get from this exam, students are placed in three different levels, namely elementary, pre-intermediate, and intermediate. According to the Common European Framework (CEF), elementary level students have A1, pre-intermediate level students have A2, and intermediate level students have B1 levels, and the program's goal is to make all students gain a B2 level of proficiency at the end of the program, which lasts two semesters and approximately 160 days in total. For this purpose, students take five different language courses: 1) listening/speaking; 2) grammar; 3) reading; 4) writing; and 5) vocabulary. The number of hours for each course per week varies according to the level of students. Table 1 shows the courses and class hours for each course.

Table 1

The number of classes for each course and level per week

	Listening/ Speaking	Grammar	Reading	Writing	Vocabulary	Total
Elementary	8	8	5	5	2	28
Pre-Intermediate	8	5	5	4	2	24
Intermediate	7	4	5	4	2	22

As Table 1 shows, the class hours allotted for the listening/speaking courses are more than the other courses at the participating school. While the students at elementary and pre-intermediate levels get eight hours, the intermediate students get seven hours listening/speaking language courses during a week.

Students who attend at least 80% of the overall classes and get a minimum of 60 points of the cumulative average from all the courses can enter the final proficiency exam, which is an exit exam, at the end of the year. If the total consisting of 50% of the cumulative course grade average and 50% of the exit exam is above 70 points, students are regarded as successful. If they cannot reach the average of 70 points, they can register for summer school program, which lasts seven weeks, and take another exit exam at the end of the summer program, or they must take the proficiency test which is administered at the beginning of the following year. The students whose departments require preparatory school but who have been unable to pass either route have to repeat the language preparatory program for another year. For students who have taken the program voluntarily but been unable to pass, they are not given the option of repeating the class, and must instead go to their departments regardless of their point averages, yet only the ones who can get the

average of 60 points from their course cumulative and exit exam are excused from the compulsory language courses in their departments.

Selection of the participants has been done based on the results of the pre-anxiety questionnaire which was conducted to all elementary level students in the language school setting described above. Since the target population of the study includes the language learners with high foreign language anxiety, the classes whose anxiety means were the highest have been selected as the small sample. Table 2 shows the number of participating students from each class and the overall anxiety mean scores of these classes.

Table 2

Participating classes in the present study

Classes	N	\bar{x}
1	16	3.09
2	25	3.08
3	9	3.31
Total	50	3.12

First, the Foreign Language in Class Anxiety Scale (FLCAS), which was developed by Horwitz et. al. (1986), was administered in all the elementary classes in order to determine the overall anxiety level of each class. Elementary students were chosen as the large sample because foreign language anxiety is experienced mostly by the learners having the lowest level of language proficiency (Horwitz et. al., 1986). The listening/speaking course teachers of these classes were asked to conduct the questionnaire in their classes and provided with a consent paper to be read aloud to the students before the administration of the questionnaires. The English and Turkish versions of the consent paper can be seen in Appendices A and B. In total, 537 students completed the questionnaires. After the analysis of the questionnaires,

the three classes with the highest anxiety level averages were selected. The list of all elementary classes with their FLA mean scores can be seen in Appendix C.

Next, the teachers who were teaching listening/speaking skills to these groups were informed about the aim of the study and asked if they would like to participate in the study. All three teachers volunteered to give the strategy and EI training in their classes. They were all females and had the necessary education to teach English as a foreign language at different universities in Turkey. The teacher of the first class was 42 years old and had been teaching English for 15 years. The second teacher was 28 and had taught English language for 4 years. Finally, the third teacher was a bilingual speaker of English and Turkish unlike the other two; she was 35 and had been teaching English for 12 years.

There were 21 regular students in the first class; in the second class, 25 students regularly attended the lessons; and the third class had 20 regular students. However, some of the students were absent while the researcher was explaining the study and administering the strategy questionnaire, which is the second research instrument in the study. Furthermore, it was noticed that some students did not fill in the anxiety questionnaire, so they were asked to answer this questionnaire as well as the strategy inventory. Those students who filled in both anxiety and strategy questionnaires were accepted as the participants. In addition, in one of the classes, due to misunderstanding of the instructions for the strategy inventory, nine students were unable to answer all the questions, so their results were also excluded from the study. As a result, there were 16 participants in the first class, 25 in the second, and only 9 in the third class. In total, 50 students and three teachers were the focus of the present study.

Training

Socio-affective language learning strategies and emotional intelligence skills training was conducted in three different classes at the participating school. The training was conducted in the speaking skills classes in the second semester of the language education program. Thus, when the training started, the target students had been attending these speaking courses and the teachers who gave the training had been teaching speaking skills to the participating classes for more than five months. Thus, the students were already familiar with and accustomed to their friends and teachers before the training.

Developing the Activities and Materials

The activities that were used during strategy and EI training was selected after reviewing the literature, the published books, and the Internet sites related to EI and socio-affective LLSs. The aim of the activities was to make the students aware of and practice the EI skills that Bar-On (2000) listed and the socio-affective LLSs in Oxford (1990). Therefore, they were adapted by changing the wording, adding or eliminating some explanations, and providing pictures so as to suit the EFL learning context at the present institution. Each activity was titled with a different strategy name in imperative form. For example, for the sixth activity, which aimed to train students in the EI skill of emotional self awareness and which aimed at using the LLS of writing a language learning diary, the title ‘Keep a diary’ was used.

Furthermore, since this training addressed the learners’ psycho-social abilities, and its main aim was to teach strategies rather than the target language, the training activities were translated into Turkish, the participants’ native language, by the researcher, and both English and Turkish versions were provided on the same page for the teachers and the students. The teachers were told to exploit either the

Turkish or the English versions based on their own or the students' preferences.

There were in total 25 activities, in which the explanations and practices of strategies and skills were presented. Each activity fit on an A4 size paper, and the duration for each activity ranged from five minutes to fifteen minutes. The list of the activities with their references to LLSs and EI skills and the sample activities can be seen in Appendices H and I. On each activity sheet, the definitions of the strategies or the skills were provided, and their relations to language learning were explained. The mental or physical exercises that aim to enable the students to practice these strategies and/or skills are also included. Additionally, small notes to the teachers for some activities were attached to the files; therefore, it was aimed to assist the teachers to present and implement the activities in their classes more effectively. For example, for the activity named as "*make mistakes*," which aims to teach the affective language learning strategy "taking risks wisely", the teachers are told to collect the memories that the students wrote about their embarrassing moments in the past, tear them apart, and throw away in a trash can. By this way, the activity was aimed to be more interesting and attractive to the students.

Treatment Process

Before the treatment, the researcher had a meeting with the participatory teachers with the aim of giving information about the study and the training. The concepts of socio-affective language learning strategies, emotional intelligence, and foreign language anxiety were explained with the help of the related literature, and their relations were emphasized. Later, the researcher explained the training activities one by one, and the skills or strategies they address were clarified. The teachers' possible questions were also answered. Moreover, the teachers were asked to give

their students perception cards where they can write their most and least favorite activities at the end of each training week.

Five activities were aimed to be instructed to the students every week; however, the teachers were given flexibility to integrate the training activities into their lessons according to the load of the syllabus they need to follow. The training on LLSs and EI started in the second week of March. After two-week training, the students' mid-term exams were administered in the third week, so the training was not given during this week. Furthermore, two class teachers informed the researcher that they could not finish the activities in one of the planned weeks due to heavy and tight course schedule. As a result, although the training was planned to last five weeks, it was completed in seven weeks.

Research Design and Instruments

A mixed-methods research model which uses both quantitative and qualitative approaches in a single research study was used in the current study. Throughout the data collection and analysis process, both quantitative and qualitative data were strongly integrated and complementary of each other as suggested by Ercikan and Roth (2006). Accordingly, the research instruments for the present study were selected cautiously in order to collect both quantitative and qualitative data. Figure 5 presents the research model of the study along with the data collection instruments that serve the function of this model.

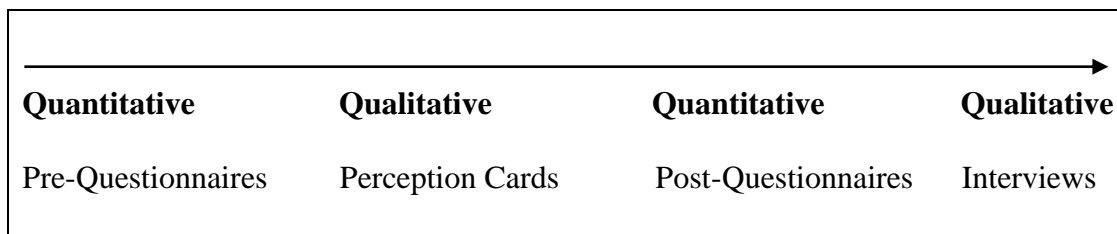


Figure 5. The Research Design and the Instruments

In line with the aforementioned research design, both qualitative and quantitative instruments were incorporated in this study in order to address the research questions. Four instruments were employed for collecting the data: a) the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986), b) the Socio-Affective Strategy Inventory of Language Learning (SASILL), which is an adapted version of the Strategy Inventory of Language Learning (SILL) (Oxford, 1990), c) the perception cards, and d) the semi-structured interviews .

Foreign Language Classroom Anxiety Scale (FLCAS)

As mentioned in the previous section, the FLCAS was used to collect data on students' foreign language anxiety during speaking courses, and the participatory classes were determined according to the data results. The FLCAS also served as the pre- and post-questionnaires to evaluate the learners' anxiety level before and after the treatment. This scale originally contains 33 items and is based on a five point Likert-scale, ranging from strongly disagree (1) to strongly agree (5). It aims to test three types of anxiety related to foreign language learning, which are communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986). Three items (8, 10, and 21) related to test anxiety, were omitted by the researcher since the present study's focus is on anxiety that students have during class hours. In addition, the wordings of the remaining items were slightly changed to eliminate students' misunderstandings. As suggested by Cheng, Horwitz, & Schallert (1999), the words "language classes," "language teacher," and "foreign language" were placed with "English speaking classes" or "English speaking teachers," and "English" in order to make it appropriate to the Turkish EFL context and make students focus on their English speaking classes while responding to the questionnaire items. The adapted version of the questionnaire can be seen in

Appendix D. Furthermore, eight items (2, 5, 9, 12, 16, 19, 25, and 29) in the scale have negative wordings, so these items were reversed before entering them in the SPSS. For example, in the item “I *don't* worry about making mistakes in speaking class,” the participants’ answers received 5 points for strongly disagree, and 1 point for strongly agree.

The Turkish version of the FLCAS was used for the study so as to eliminate any misunderstandings and help the learners feel more comfortable. Şakrak’s (2009) translated version of the FLCAS was used in the present study. For her study, which was also conducted in a Turkish EFL context, first, an experienced non-native English teacher translated the FLCAS into Turkish. Then, a bilingual instructor translated the Turkish version back into English; finally, a native speaker of English made a comparison of the two different English versions. As a result, there was a slight change in only one item. The Turkish version of the anxiety questionnaire is in Appendix E.

Since this scale is used by many researchers in the literature, it is a widely accepted tool and its reliability has been tested many times. The first researchers who tested the reliability of the instrument were its developers. Horwitz et. al. (1986) calculated the internal reliability of FLCAS, achieving an alpha coefficient of .93; the eight-week test-retest reliability additionally showed an $r = .83$ ($p < .001$). The translated versions of the questionnaire were also examined in terms of reliability and high scores were achieved. For example, Cheng, et.al (1999) calculated the Cronbach’s coefficient alpha for the Chinese FLCAS as $\alpha = .95$; similarly, Aydın (2000) examined the reliability of the Turkish version of FLCAS and its reliability was computed as $\alpha = .87$. Finally, the reliability of the instrument in the present study was found to have the value of $\alpha = .9$ as a result of the analysis of Cronbach’s alpha.

Socio-Affective Strategy Inventory for Language Learners (SASILL)

The adapted version of strategy inventory for language learners (SILL), developed by Oxford (1990), was also administered as pre- and post-questionnaires to see if students' perceptions related to socio-affective strategies differed after training. The original SILL has 50 items and aims to investigate each strategy's frequency of use. This questionnaire also has five point Likert-scale, ranging from the values 1 (never or almost never true of me) to 5 (always or almost always true of me). For the present study, the researcher selected only 12 items from the scale that were related to affective and social strategies only, and the wording for each LLS was changed from a sentence format to an infinitive mood since the aim of the study was to get participants' perceptions rather than frequency of use. For example, the original sentence in the SILL "I write down my feelings in a language learning diary" was written as "write down my feelings in a language learning diary." Furthermore, the socio-psychological model (MacIntyre & Noel, 1996) of strategies was applied to the questionnaire. MacIntyre and Noel's (1996) model examines the factors affecting language learning strategies in terms of "frequency of use, knowledge, effectiveness, anxiety, and difficulty level" (p. 376-377). Three domains were selected from this model and added to each item so as to get the students' opinions on a) frequency of use, b) effectiveness and c) difficulty of each strategy.

Similar to the FLCAS, the SASILL was also translated into the participants' native language. Back-translation method was also used for writing the Turkish version. First, the researcher translated the SASILL items into Turkish. Then, a bilingual speaker of English and Turkish translated them back into English. Last, the researcher checked the original and the back-translated versions of the questionnaires. As a result, there was observed no significant difference between the

two different English versions. The English and Turkish versions of the SASILL can be seen in Appendices F and G.

Since this instrument has not been used before, it was piloted with two elementary classes which were not exposed to the treatment. Piloting was conducted by the researcher with a total of 30 students, and it was observed that some students misunderstood the directions related to answering the questions. Some of the participants asked whether they were supposed to answer one of the variables that represent different domains or all of them each time. Therefore, the necessary alterations were made to make the questionnaire more comprehensible by providing additional instructions and labeling each variable with a letter. See Figure 6 for a sample questionnaire item.

Try to learn about the culture of English speakers.

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

Figure 6. The Sample SASILL Question with Three Variables

Furthermore, the instrument's reliability was checked in the light of the pilot study, and the Cronbach's alpha value was found as $\alpha = .77$ which showed the instrument is reliable and allowed the researcher to use the SASILL in the study. The reliability value of the instrument was however found to have $\alpha = .92$ as a result of the analysis of the training group's pre-questionnaire results.

Perception Cards

In addition, perception cards to be filled in by the students after every training week were prepared. The main aim of these cards was to get the participating students' reflection on the strategies and skills being instructed in each week. They were provided in weekly training files for the participating classes. The teachers

distributed these cards to their students at the end of every training week, and the students were asked to write down the activities they liked the most and the least on these cards. Lastly, the teachers collected them back and handed them in to the researcher when the training was over. See Appendix J for the samples of the perceptions cards that were distributed to the participating students.

Semi-Structured Interviews

The last instrument used for the study was semi-structured interviews for which the researcher prepared the questions beforehand. The aim of including this qualitative tool in this study was to gather the students' and the teachers' perceptions about the process of strategy and EI training, and investigate in greater depth which strategies and skills were regarded as the most effective by the participants. Additionally, with the help of the interview results, the SASILL results were aimed to be triangulated since only questionnaire results might not have provided the student' real and deeper perceptions. Cohen and Macaro (2007) listed three limitations of investigating learning strategies through only questionnaires: participants may misunderstand or interpret the strategy description in each item inaccurately; may report using strategies that they in fact do not use; and may not recall the strategies that they have used in their past learning experiences. Moreover, semi-structured interviews instead of unstructured ones were preferred to be used for the study so that the participants could be guided in terms of their utterances during interviews. Oxford (1990) emphasized the effectiveness of using semi-structured interviews compared to unstructured ones stating that it would be more complicated to categorize the themes under specific groups if the questions are not specified in advance. On the contrary, when an interview is fully structured, it may not provide

the necessary flexibility for gathering information. The interview questions addressed to the students and the teachers can be seen in Appendix K.

In this aim, interviews were conducted at the end of the treatment period in the participants' native language. Two students having the highest anxiety mean scores from each class, one having the highest change and one with the lowest change in their anxiety levels after the training period, were selected for the interviews. All three teachers who conducted the training were also interviewed. Thus, six students and three teachers contributed to this qualitative part of the study via interviews.

Data Collection Procedures

In the last week of December, the director and the assistant directors of the school at the participating university were informed about the research study, and official petitions for taking permission from the administration started. The time table of the study, the questionnaires both in English and Turkish, and a sample training activity attached to a formal letter asking permission for conducting the study were provided for the executive board of the school, and the researcher received permission to conduct the study at this school at the beginning of January.

During January and February, the literature and the published books related to EI and socio-affective LLSs were reviewed by the researcher, and activities for the training were selected and modified. Meanwhile, the SASILL was piloted in the first week of February which was also the first week of the second semester at the participatory school, and the data from piloting were entered in the SPSS in the same week. The FLCAS was administered in the second week of the spring semester in case not all students were present in the first week. This questionnaire was administered in the elementary classes during speaking courses by their instructors.

The questionnaires were put in files for each class and left at the director's secretary's office with a signature paper. The speaking teachers were informed about the study during their first week meeting of the second semester by the assistant directors and asked to get the questionnaires from the secretary by signing. It took two weeks, the second and third weeks of February, to collect the data from all elementary classes. After collecting the data from the FLCAS, the results were entered in the SPSS and analyzed in two weeks time, and the three classes with the highest foreign language anxiety level were determined. The administration was informed about the participatory classes and instructors. Later, after getting each teacher's consent, the researcher, personally, explained to each class the aim of the study and asked the students if they would be willing to participate. The students also stated that they would volunteer to take part in the study. Finally, the pre-SASILL was administered in these classes by the researcher, and the training started the following week on March 8th in speaking lessons.

When the training ended, the FLCAS and the SASILL questionnaires were again administered to the students by their teachers. The results of these questionnaires were analyzed using SPSS; therefore, it was aimed to understand whether the students' anxiety levels and perceptions about socio-affective strategies had changed over the five-week treatment period. In addition, the perception cards students filled after each training week were collected and analyzed by the researcher. Finally, semi-structured interviews were held with the participants after the training ended. All the interviews were carried out in Turkish, which was the native language of the participants, since interviewees were believed to reveal their thoughts and feelings related to the training more openly, easily, and in a more

relaxed atmosphere when their mother tongue was the medium. The interviews were later transcribed and translated into English by the researcher.

Data Analysis Procedures

The data collected from the pre-and post-questionnaires were analyzed quantitatively using the Statistical Packages for Social Sciences (SPSS). The data from the perception cards and interviews were evaluated qualitatively using first color-coding and then thematic/content analyses.

The first data collection instrument was the FLCAS in the present study. For the analysis of the data from the pre- and post-FLCAS, a number of data analysis procedures were carried out. First, the mean values of the pre-anxiety questionnaires for each participant were calculated, and the minimum, maximum and the overall mean scores of the anxiety levels were found along with its standard deviation, using SPSS descriptive statistics. Next, with the aim of seeing whether the training had any impact on the participants' anxiety levels, the post-anxiety questionnaire results were also analyzed using SPSS descriptive statistics. In addition, the numbers of students in different anxiety levels, which are high, moderate, and low, were determined for the pre- and post-anxiety questionnaires. Finally, a paired-samples *t*-test analysis was run on SPSS with the pre- and post-anxiety mean scores.

Similar to the anxiety questionnaire, various data analysis procedures were employed with the results of the second research instrument, the SASILL. First of all, a paired-samples *t*-test was conducted on the overall mean scores of the pre- and post-strategy questionnaires. Next, descriptive and paired-samples *t*-test analyses were employed with both pre- and post-strategy questionnaire results in order to see the students' perceptions related to the domains in the questionnaire, which are *use*, *effectiveness*, and *difficulty* of each socio-affective strategy. Finally, in order to see

whether there was any statistically significant change in students' perceptions related to each socio-affective LLS, paired-samples *t*-tests were employed with pre- and post-questionnaire mean scores of each strategy.

In order to analyze the data from perception cards, which served as the third research instrument in the study, content analysis was conducted. The number of the activities reported in each card was counted; and the total numbers of likes and dislikes for each strategy was calculated. In addition, the total dislikes were subtracted from the total likes for each activity, and the most and the least preferable activities based on the difference values were determined.

As the final research instrument, semi-structured interviews that aimed at collecting qualitative data related to the students' and teachers' opinions about the training were analyzed thematically. After being recorded, transcribed, and translated from Turkish to English, transcripts from the interviews were read and analyzed by the researcher using color-coding. Similar and outstanding opinions, feelings, and suggestions about the overall training or the specific strategies/skills were highlighted, and several themes were formed at the end.

Conclusion

In this chapter, the research methodology used in this study was described in terms of its setting, participants, training, research design and instruments, and data collection and analysis procedures. In the next chapters, the data analysis, the discussion of outcomes, pedagogical implications, the limitations of the study, and suggestions for further research will be presented in detail.

CHAPTER IV: DATA ANALYSIS

Introduction

The present study aims to investigate the possible impact of explicit instruction of socio-affective language learning strategies (LLSs) and emotional intelligence (EI) skills on learners' foreign language anxiety in speaking courses. This exploratory research also sought to examine EFL students' perceptions on the use, difficulty, and effectiveness of socio-affective language learning strategies (LLSs) before and after the five-week treatment. Finally, the participants' attitudes on this treatment were explored via interviews. In this chapter, the results and analysis of the data collected are presented to address the following research questions:

- 1- How does explicit teaching of socio-affective LLSs combined with training on EI impact EFL university students' FLA in English speaking courses?
- 2- Which socio-affective LLSs do EFL university students prefer to use, find efficient, and perceive as easy before and after the training?
- 3- What are EFL university students' attitudes towards training on socio-affective LLSs and EI?
- 4- What are EFL university teachers' attitudes towards training on socio-affective LLSs and EI?

This exploratory study was conducted at the preparatory school of a state university in Turkey where learners get one-year foreign language education necessary to start their undergraduate studies. The participants were 50 university students in three different language classes at elementary level which is the lowest proficiency level at the school. The data were collected via four different research

instruments, which are (a) the foreign language classroom anxiety scale (FLCAS) (Horwitz, Horwitz, and Cope, 1986); (b) the socio-affective strategy inventory of language learning (SASILL), which is an adapted version of the strategy inventory of language learning (SILL) (Oxford, 1990); (c) perception cards, which participatory students filled in at the end of every training week; and (d) semi-structured interviews with students and teachers. The data from the pre- and post-anxiety and pre- and post-strategy questionnaires were analyzed quantitatively using the Statistical Packages for Social Sciences (SPSS), while the data from the perception cards and interviews were evaluated qualitatively using thematic and content analyses.

The chapter is divided into four sections in which each question is addressed with the aid of the findings that emerged from the data analysis procedures in the study. In the first section, the extent to which the students' anxiety levels before and after the five-week training changed was focused on in line with the pre- and post-FLCAS. After descriptive analysis, a paired-samples *t*-test was run in SPSS with the data from the pre- and post-anxiety questionnaires, and the means, standard deviations, and *t*-scores of each item were calculated. In the second section, students' perceptions about the socio-affective language learning strategies before and after the training have been analyzed and discussed with respect to the pre- and post-SASILL results. Similar to the anxiety questionnaire, a paired-samples *t*-test was conducted on the mean scores of the pre- and post-strategy questionnaires. Furthermore, frequency and descriptive analyses were employed with both the pre- and post-strategy questionnaires in order to see the students' perceptions related to three domains in the questionnaire, which are *use*, *effectiveness*, and *difficulty* of each strategy, across the pre- and post-training period. In the third section, the students'

attitudes towards the treatment and certain LLSs and EI skills are described through the content and thematic analysis of the perception cards and interviews with individual students. In the last section, the participatory teachers' attitudes and perceptions about the training are introduced with the aid of thematic and content analysis of teacher interviews.

Section 1: EFL University Students' Foreign Language Anxiety Levels in English Speaking Courses across Pre- and Post-training Period

In the present study, the Turkish translation of the FLCAS, which has 30-item 5 point Likert scale ranging from 1 representing *strongly disagree* to 5 representing *strongly agree*, was administered in speaking courses as pre- and post-questionnaires in order to get the participants' overall foreign language anxiety levels before and after the training.

First, the data from the pre-anxiety questionnaire were analyzed quantitatively so as to find each participant's anxiety level before the treatment. The mean values of the pre-questionnaire results were calculated for each participant and entered in the SPSS, and the minimum, maximum and the overall mean scores of the anxiety levels were found along with the standard deviation using SPSS descriptive statistics (See Table 3).

Table 3

Description of overall FLA level for pre-FLCAS

	<i>N</i>	<i>Min.</i>	<i>Max.</i>	\bar{x}	<i>SD</i>
<i>Pre-FLCAS</i>	50	1.87	4.57	3.12	.63
<i>Valid N</i>	50				

As shown in Table 3, the overall mean score of all participants before the treatment was $\bar{x} = 3.12$ ($SD = .63$). Horwitz et. al. (1986), the developers of the FLCAS, claim that according to the level of foreign language anxiety they have,

language learners can be classified under three groups: learners with high anxiety, moderate anxiety, and low anxiety. Şakrak (2009) developed a scale for interpreting the different mean scores of the FLCAS after reviewing several analyses of FLCAS employed in Turkish EFL contexts. The divisions of the scale were based on the responses in the five-point Likert scale. According to her scale, mean values between 1.00 and 2.49 indicate low anxiety since these scores are closer to the *strongly disagree* or *disagree* parts in the questionnaire. The mean values between 2.50 and 3.49 show moderate anxiety as they represent neutral answers in the FLCAS, and the means between 3.50 and 5.00 represent high anxiety as these scores are closer to the *strongly agree* or *agree* parts (See Table 4). The overall average mean score of 3.12 found in this study falls within the moderate range, which indicates that on average, the participating students had a moderate anxiety level before the training.

Table 4

Ranges of FLCAS values and their descriptions

<i>\bar{x} values</i>	Description
1.00-2.49	Low Anxiety Level
2.50-3.49	Moderate Anxiety Level
3.50-5.00	High Anxiety Level

With the help of the scale in Table 4, the number of individual participants with low, moderate, and high levels of foreign language anxiety was also calculated in the present study. Table 5 shows the descriptive statistics of different anxiety levels on the pre-anxiety questionnaire.

Table 5

Descriptive statistics of different FLA levels for pre-FLCAS

	N	Min.	Max.	\bar{x}	SD
Low FLA	10	1.87	2.43	2.25	.18
Moderate FLA	25	2.53	3.47	3.03	.29
High FLA	15	3.53	4.57	3.85	.31

$\bar{x} < 2.50 = \text{low}$, $\bar{x} > 3.50 = \text{high}$, \bar{x} 2.51 and 3.49 = moderate

According to Table 5, the number of students in the moderate FLA group was 25, showing that 50% of the participants had a moderate level of anxiety. The second largest group included the participants with high anxiety and formed 30% of the students; and the smallest group, which had low FLA, was 20% of all participants.

Next, with the aim of seeing whether strategy and EI training had any impact on the participants' anxiety levels, the post-anxiety questionnaire results were also analyzed using SPSS descriptive statistics. A data analysis procedure similar to that used with the pre-anxiety questionnaire was followed for the post-FLCAS. After entering the mean anxiety values of each student into the SPSS program, the minimum and maximum mean scores, overall mean values, and the standard deviations were calculated (See Table 6).

Table 6

Description of overall FLA level for post-FLCAS

	N	Min.	Max.	\bar{x}	SD
<i>Pre-FLCAS</i>	50	1.63	4.47	2.90	.56
<i>Valid N</i>	50				

$\bar{x} < 2.50 = \text{low}$, $\bar{x} > 3.50 = \text{high}$, \bar{x} 2.51 and 3.49 = moderate

Table 6 shows that the overall mean value of anxiety for the post-anxiety questionnaire was $\bar{x} = 2.90$ (SD = .56) indicating that the students had lower anxiety levels compared to the pre-anxiety questionnaire with a decrease in the mean values from \bar{x} pre = 3.12 (SD = .66) to \bar{x} post = 2.90 (SD = .56) (\bar{x} difference = .22)

In addition, in order to gain a deeper understanding of the changes in different anxiety groups across the pre- and post-FLCAS results, the number of students in each anxiety level group was also analyzed after the training (See Table 7).

Table 7

Descriptive statistics of different FLA levels for post-FLCAS

	N	Min.	Max.	\bar{x}	SD
Low FLA	12	1.63	2.48	2.23	.25
Moderate FLA	30	2.53	3.47	2.92	.29
High FLA	8	3.60	4.47	3.79	.29

$\bar{x} < 2.50 = \text{low}$, $\bar{x} > 3.50 = \text{high}$, \bar{x} 2.51 and 3.49 = moderate

As Table 7 points out, the percentage of students in the group of moderate anxiety increased from 50% to 60%; there were 25 students in this group before the treatment, but according to the post-questionnaire results, the number of moderately anxious students increased to 30 at the end of the training. Similarly, the number of students with low anxiety also increased from 10 (20%) to 12 (24%). On the other hand, there was a decrease in the number of the students with high anxiety levels. The post-anxiety questionnaire results revealed that the number of students with high anxiety was only 8 (16%) after the training whereas according to the pre-questionnaire results, this number was 15 which was the second largest group and 25% of all the students. Figure 7 shows the comparison between the percentages in each anxiety level before and after the training.

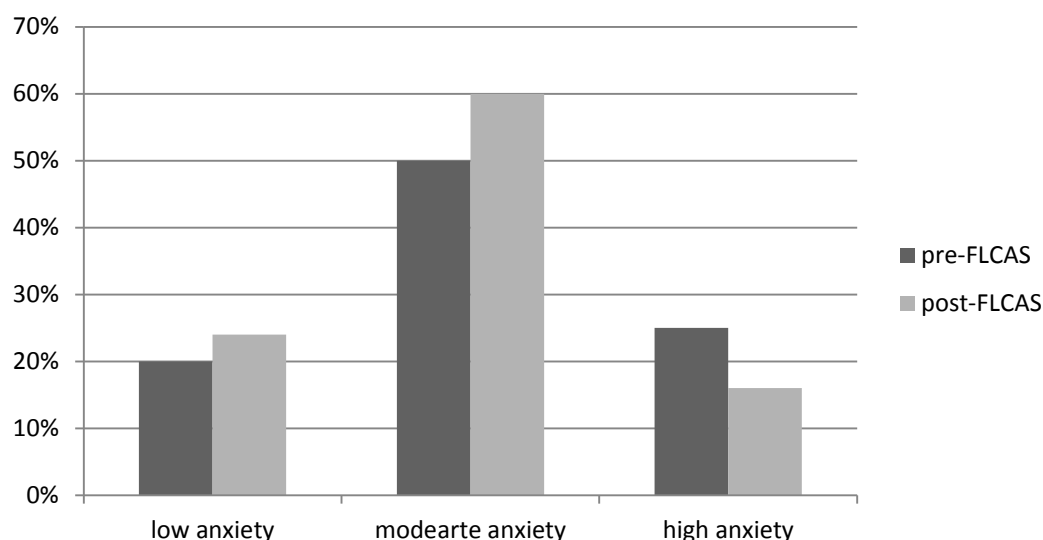


Figure 7. Anxiety Level Groups before and after the Training

As Figure 7 clearly demonstrates, while the percentages of the students in moderate and low foreign language anxiety groups increased, there was a noteworthy decrease in the percentage of the student with high language anxiety.

Finally, in order to see whether this decrease in the foreign language anxiety levels of the participating students is statistically significant, a paired-samples *t*-test analysis was run on SPSS (See Table 8).

Table 8

FLA across pre- and post-training period

Questionnaires	T-test				
	\bar{x}	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pre-FLCAS	3.12	.63	49	3.55	.001
Post-FLCAS	2.90	.56			

$\bar{x} < 2.50 = \text{low}$, $\bar{x} > 3.50 = \text{high}$, \bar{x} 2.51 and 3.49 = moderate

As indicated in Table 8, there was a statistically significant decrease in the foreign language anxiety levels of the participants after the five-week training.

According to paired samples *t*-test results, there was a statistically significant difference between the results of the pre-FLCAS ($\bar{x} = 3.12$, *SD* = .63) and the post-

FLCAS ($\bar{x} = 2.90$, $SD = .56$) at $p < .01$ level (\bar{x} difference = .22). In light of these data results presented in this section, it can be inferred that explicit teaching of socio-affective strategy training combined with emotional intelligence might be effective in lowering EFL university students' anxiety levels in speaking courses.

Section 2: EFL University Students' Perceptions with Regard to the Use, Effectiveness, and Difficulty of Socio-Affective Strategies across Pre- and Post-Training Period

The Turkish translation of the socio-affective strategy inventory for language learners (SASILL) was administered as pre- and post-strategy questionnaires to see if students' perceptions related to socio-affective strategies differed after training. Similar to the FLCAS, this questionnaire also had a five-point Likert-scale, ranging from the values 1 to 5; as the value of the number increases, it reflects an increase in the participants' evaluation of a certain strategy.

First of all, with the aim of determining the participating students' overall perception of socio-affective language learning strategies before and after the training, SPSS analysis was conducted with the overall mean values of the participants using a paired-samples t -test (See Table 9).

Table 9

Students' overall perception of socio-affective strategies across pre- and post-training period

Questionnaires	T-test				
	\bar{x}	SD	Df	t	P
Pre-SASILL	3.38	.56	49	-.61	.53
Post-SASILL	3.43	.53			

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

As shown in Table 9, the difference between the overall mean scores of the pre- and post-strategy questionnaires was low (pre $\bar{x} = 3.38$; post $\bar{x} = 3.43$; \bar{x} difference = .05); that is, even though participants' post-SASILL scores were a little higher, the difference was not statistically significant. In addition, a follow up analysis was run in order to explore if there was a difference in the participants' perceptions about different domains in the questionnaire related to the *use*, *effectiveness*, and *difficulty* of the strategies across pre- and post-training.

Perceptions Related to the Use of Socio-Affective Strategies before and after the Training

First, the pre-strategy questionnaire items related to the use of socio-affective strategies were analyzed using descriptive statistics in SPSS with the aim of finding out which strategies the participants preferred to use more before the five-week strategy and emotional intelligence training (See Table 10).

Table 10

Overall mean values of the use domain for pre-SASILL

Strategies		
	\bar{x}	SD
1. asking for clarification or verification	4.08	1.04
2. discussing feelings with someone else	3.88	1.38
3. cooperating with proficient users of the new language	3.7	1.24
4. listening to your body	3.56	1.23
5. asking questions in English	3.26	.94
6. asking for correction	3.24	1.34
7. lowering your anxiety	3.12	1.06
8. encouraging yourself	3.04	1.06
9. cooperating with peers	3	1.01
10. rewarding yourself	2.71	1.38
11. developing cultural understanding	2.64	1.24
12. writing a language learning diary	1.2	.57
Total	3.11	.74

$\bar{x} < 2.33 = \text{negative}$, $\bar{x} > 3.68 = \text{positive}$, \bar{x} 2.34 and 3.67 = neutral

As Table 10 indicates, before the strategy training, the participants mostly had neutral perceptions towards the use of socio-affective strategies. The strategies that received positive attitudes related to their use are “asking for clarification or verification” ($\bar{x} = 4.08$, $SD = 1.04$), “discussing feelings with someone else” ($\bar{x} = 3.88$, $SD = 1.38$), and “cooperating with proficient users of the new language” ($\bar{x} = 3.7$, $SD = 1.25$). The only strategy that was perceived negatively and reported being used the least was “writing a language learning diary” ($\bar{x} = 1.2$, $SD = .57$).

Next, in order to see if there was any change in terms of the participants’ perceptions related to strategy use, the same statistical procedures were carried out for the post-strategy questionnaire (See Table 11).

Table 11

Overall mean values of the use domain for post-SASILL

Strategies		
	\bar{x}	SD
1. asking for clarification or verification	3.88	1.11
2. cooperating with proficient users of the new language	3.78	1.05
3. lowering your anxiety*	3.54	1.01
4. asking for correction	3.46	1.26
5. listening to your body	3.44	1.23
6. asking questions in English	3.4	1.08
7. discussing feelings with someone else	3.38	1.21
8. encouraging yourself	3.34	1.02
9. rewarding yourself*	3.31	1.37
10. cooperating with peers	2.9	.86
11. developing cultural understanding	2.86	1.42
12. writing a language learning diary	1.44	.9
Total	3.22	.64

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

Note. * Strategies with significant change after the training

Table 11 shows that there was not much change in the participants' perceptions related to the use of the strategies after the training period. The participants still reported having neutral attitudes towards the use of most strategies. In addition, the two strategies that the students preferred to use the most are the same with the pre-questionnaire results: "asking for clarification or verification" ($\bar{x} = 3.88$, $SD = 1.11$) and "cooperating with proficient users of the new language" ($\bar{x} = 3.78$, $SD = 1.05$). The participants also reported the same strategy as the least used: "writing a language learning diary" ($\bar{x} = 1.44$, $SD = .9$). On the other hand, there were some strategies observed to have a wide range of difference in their mean values. The strategies that received statistically significant positive change across the pre- and post-training period were two affective strategies, "rewarding yourself" (\bar{x}

pre = 2.71, SD = 1.31; \bar{x} post = 3.31, SD = 1.37; \bar{x} difference = .6; $p < .001$) and “lowering your anxiety” (\bar{x} pre = 3.12, SD = 1.06; \bar{x} post = 3.54, SD = 1.01; \bar{x} difference = .42; $p < .05$). There was also a big decrease in the mean score of “discussing feelings with someone else” (\bar{x} difference = .5; $p < .432$), which was perceived as the second most used strategy according to the pre-questionnaire results, but this decrease was not statistically significant.

Finally, a paired-samples t -test analysis was conducted on the mean scores to see the overall difference in perceptions related to the use of socio-affective strategies between the pre- and the post-questionnaires (See Table 12).

Table 12

Perceptions related to the use domain across pre- and post-training period

Questionnaires	T-test				
	\bar{x}	SD	df	t	P
Pre-SASILL	3.11	.74	11	-1.25	.23
Post-SASILL	3.22	.64			

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

According to Table 12, it can be concluded that although there was an increase in the overall perception mean values related to the use of the strategies before and after the training, the difference was not statistically significant. However, there were two affective strategies that had a significant change in their mean values: “rewarding yourself” ($p < .001$) and “lowering your anxiety” ($p < .05$), which implies that the participating students preferred to use these strategies more after the treatment they received.

Perceptions Related to the Effectiveness of Socio-Affective Strategies before and after the Training

Another domain in the strategy questionnaire used in the study was effectiveness. The same analysis procedure that had been carried out for the *use* domain was employed in order to see the participants' perceptions related to the effectiveness of each strategy. First of all, SPSS descriptive analysis was run for the pre-questionnaire items related to the effectiveness of the strategies (See Table 13).

Table 13

Overall mean values of the effectiveness domain for pre-SASILL

Strategies		
	\bar{x}	SD
1. cooperating with peers	4.31	.96
2. cooperating with proficient users of the new language	4.28	1.03
3. asking for clarification or verification	4.26	.82
4. asking questions in English	4.06	1.11
5. asking for correction	4.02	1.13
6. discussing feelings with someone else	3.66	1.06
7. rewarding yourself	3.52	1.26
8. developing cultural understanding	3.52	1.46
9. lowering your anxiety	3.44	1.21
10. encouraging yourself	3.34	1.09
11. listening to your body	3.18	1.07
12. writing a language learning diary	2.7	1.46
Total	3.69	.50

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

As Table 13 indicates, compared to the perceptions related to the use of the strategies, the participating students reported more positive beliefs related to the effectiveness domain. It can be inferred that the participants did not prefer to use some strategies as much as they found them effective. The social strategies

“cooperating with peers” ($\bar{x} = 4.31$, $SD = .96$), “cooperating with proficient users of the new language” ($\bar{x} = 4.28$, $SD = 1.03$), “asking for clarification or verification” ($\bar{x} = 4.26$, $SD = .82$), “asking questions in English” ($\bar{x} = 4.06$, $SD = 1.11$), and “asking for correction” ($\bar{x} = 4.02$, $SD = 1.13$) were the strategies that the students found the most effective with positive mean values. There was not any strategies that received a negative overall mean value; however, “writing a language learning diary” was found the least effective of all strategies with a moderate mean value of $\bar{x} = 2,7$ ($SD = 1.46$).

Next, the same descriptive statistics were employed for the post-questionnaire to see the difference in the effectiveness domain after the training (See Table 14).

Table 14

Overall mean values of the effectiveness domain for post-SASILL

Strategies		
	\bar{x}	SD
1. cooperating with proficient users of the new language	4.3	.99
2. asking for clarification or verification	4.16	.99
3. asking for correction	3.96	1.17
4. cooperating with peers	3.96	1.21
5. asking questions in English	3.9	1.07
6. lowering your anxiety	3.7	1.19
7. rewarding yourself	3.69	1.32
8. developing cultural understanding	3.62	1.36
9. encouraging yourself	3.6	1.12
10. discussing feelings with someone else	3.35	1.26
11. listening to your body	3.14	.94
12. writing a language learning diary	2.72	1.45
Total	3.67	.44

$\bar{x} < 2.33 = \text{negative}$, $\bar{x} > 3.68 = \text{positive}$, $\bar{x} 2.34 \text{ and } 3.67 = \text{neutral}$

Table 14 indicates that the strategies receiving positive perceptions related to the effectiveness before training were also regarded as effective with positive mean values after the training. Furthermore, the participants reported positive attitudes towards two more strategies which are the affective strategies of “lowering your anxiety” ($\bar{x} = 3.7$ SD = 1.19) and “rewarding yourself” ($\bar{x} = 3.69$, SD = 1.32). However, the differences in their mean values were not statistically significant even though these same strategies were observed to receive a significant change for the *use* domain as presented in the previous section. Finally, similar to the pre-questionnaire results, “writing a language learning diary” ($\bar{x} = 2.72$, SD = 1.45) was again perceived as the least effective strategy.

Lastly, a paired-samples *t*-test analysis was also employed so as to see the overall difference in perceptions related to the effectiveness of socio-affective strategies between the pre- and the post-questionnaires (See Table15).

Table 15

Perceptions related to the effectiveness domain across pre- and post-training period

Questionnaires	T-test				
	\bar{x}	SD	Df	<i>t</i>	<i>p</i>
Pre-SASILL	3.69	.50	11	.27	.78
Post-SASILL	3.67	.44			

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

The analysis of the overall mean scores of the pre- and post-strategy questionnaires shows that there was a slight decrease in the participants’ overall perceptions regarding the effectiveness of the strategies although this difference was not significant. Since there was not any significant change also in any of the

individual strategies regarding their effectiveness, it can be inferred that the participants' perceptions about this domain did not differ after the training.

Perceptions Related to the Difficulty of Socio-Affective Strategies before and after the Training

The last domain in the socio-affective language learning strategy questionnaire was related to the difficulty of the strategies. The participants were asked to rate the difficulty of each strategy; the higher the mean value for a strategy was, the easier the participants found this strategy to apply in their language learning practices. First, the overall mean values of each strategy for the *difficulty* domain were calculated and analyzed using the descriptive statistics in SPSS (See Table 16).

Table 16

Overall mean values of the difficulty domain for pre-SASILL

Strategies		
	\bar{x}	SD
1. rewarding yourself	4	1.08
2. cooperating with proficient users of the new language	3.96	1.06
3. asking for clarification or verification	3.9	1.06
4. asking for correction	3.76	1.01
5. discussing feelings with someone else	3.71	1.04
6. cooperating with peers	3.56	1.2
7. listening to your body	3.35	1.22
8. asking questions in English	3.27	1.15
9. developing cultural understanding	3.16	1.28
10. lowering your anxiety	2.8	.93
11. encouraging yourself	2.65	1.01
12. writing a language learning diary	2.45	1.24
Total	3.38	.15

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

Table 16 shows that the participants reported five strategies as easy to apply, as indicated by their positive mean values. The social strategies “cooperating with proficient users of the new language” ($\bar{x} = 3.96$, $SD = 1.06$), “asking for clarification or verification” ($\bar{x} = 3.9$, $SD = 1.06$), and “asking for correction” ($\bar{x} = 3.76$, $SD = 1.01$) which were also reported with positive mean values in the *use* and *effectiveness* domains, were perceived as easy to use by the participants. However, two affective strategies “rewarding yourself” ($\bar{x} = 4$, $SD = 1.08$) and “discussing feelings with someone else” ($\bar{x} = 3.71$, $SD = 1.04$), which weren’t reported with positive attitudes in the *use* and *effectiveness* domains, were regarded as easy to apply with positive mean values. Similar to the perceptions about the use and effectiveness of the strategies, “writing a language learning diary” was reported as the most difficult strategy to apply with a neutral mean value of $\bar{x} = 2.45$ ($SD = 1.24$). “Lowering your anxiety” ($\bar{x} = 2.8$, $SD = .93$) and “encouraging yourself” ($\bar{x} = 2.65$, $SD = 1.01$) were the other two most difficult socio-affective strategies reported by the participants.

Furthermore, in order to see the mean values regarding the participants’ perceived difficulty of the strategies after training, SPSS descriptive statistics was again employed for the last domain in the post-questionnaire (See Table 17).

Table 17

Overall mean values of the difficulty domain for post-SASILL

Strategies		
	\bar{x}	SD
1. rewarding yourself	4.12	1.14
2. cooperating with proficient users of the new language	3.76	1.2
3. asking for clarification or verification	3.76	1.25
4. asking for correction	3.66	1.33
5. discussing feelings with someone else	3.53	1.32
6. cooperating with peers	3.52	1.14
7. asking questions in English	3.36	1.29
8. listening to your body	3.18	1.11
9. lowering your anxiety	3.16	1.16
10. developing cultural understanding	3	1.34
11. encouraging yourself	2.92	1.19
12. writing a language learning diary	2.76	1.42
Total	3.39	.4

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

As shown in Table 17, after the training, there was a slight increase in the total mean value of the participants' perceptions related to the ease of the strategies. However, the number of strategies that the participants found easy to apply with positive mean values decreased. Only three strategies were reported as easy to use with positive mean values: "rewarding yourself" ($\bar{x} = 4.12$, $SD = 1.14$), "cooperating with proficient users of the new language" ($\bar{x} = 3.76$, $SD = 1.2$), and "asking for clarification or verification" ($\bar{x} = 3.76$, $SD = 1.25$). The most difficult strategy to apply was the same after training. Despite the change in the mean values across pre- and post-strategy questionnaires, "writing a language learning diary" (\bar{x} pre = 2.45, $SD = 1.24$; \bar{x} post = 2.76, $SD = 1.42$; \bar{x} difference = .31; $p < .338$), was still perceived as the most difficult strategy of all by the participants. The other socio-

affective strategy that received the biggest change in the mean values of pre- and post-questionnaires was “lowering your anxiety” (pre \bar{x} = 2.8, SD= .93; post \bar{x} = 3.16, SD = 1.16; \bar{x} difference = .36; $p < .245$), which was perceived as one of the most difficult strategies before the training. However, none of these changes in the mean values were statistically significant.

Finally, in order to see the overall difference in perceptions related to the difficulty of socio-affective strategies before and after the treatment period, a paired samples *t*-test analysis was also conducted for this domain (See Table 18).

Table 18

Perceptions related to the difficulty domain across pre- and post-training period

Questionnaires	T-test				
	\bar{x}	SD	df	<i>t</i>	<i>P</i>
Pre-SASILL	3.38	.52	11	-.22	.82
Post-SASILL	3.39	.40			

$\bar{x} < 2.33$ = negative, $\bar{x} > 3.68$ = positive, \bar{x} 2.34 and 3.67 = neutral

According to Table 18, there was not a significant difference in the perceived difficulty of the socio-affective language learning strategies before and after the training despite the slight increase in the overall mean values of the pre- and post-strategy questionnaires. Therefore, it can be concluded from this data analysis that the participants’ perceptions related to the difficulty of the socio-affective strategies did not change across the pre- and post-training period.

Section 3: EFL University Students’ Attitudes towards the Training

In order to understand the students’ attitudes towards the overall training beyond individual strategies and skills, two research instruments were implemented for the present study: perception cards and semi-structured interviews.

Analysis of the Perception Cards

The participants were asked to fill in perception cards after each training week and were supposed to write the activities they liked or disliked on the cards. Each activity focused on one or several socio-affective language learning strategies or emotional intelligence skills. In total 165 perception cards were collected from the students, and 452 likes and dislikes for the strategies and skills were reported on the cards.

Content analysis was carried out by counting the number of the activities reported as liked or disliked. Therefore, the total numbers of likes and dislikes for each strategy was achieved. The highest number of likes for a strategy was 35 and the lowest number was 1; additionally, the highest number of dislikes for a strategy was 19 and the lowest was 1. It was also observed that some of the activities were not marked in the perception cards at all. Three of the activities were not reported as liked by any of the participants, and two activities did not receive any dislikes from any students. In addition to calculating the total likes and dislikes, the total dislikes were subtracted from the total likes for each activity, and the most and the least preferable five activities based on the difference values were presented in the following sections. For the overall list of the activities from the most to the least liked, see Appendix L.

The Strategies or Skills Receiving Positive Attitudes from the Students

The activities reported as liked received numbers ranging from 1 to 35, and there were three activities that none of the students reported liking. The top five activities according to their difference values were also the ones receiving the highest number of likes (See Table 19).

Table 19

The most liked five activities according to the perception cards

Training Activities	Likes	Dislikes	Differences
1. Give and receive compliments	35	7	28
2. Be flexible	24	4	20
3. Know your strengths	26	10	16
4. Give yourself gifts	18	4	14
5. Set your own goals	19	6	13

According to Table 19, the activities reported as the most liked by the participating students were: *give and receive compliments*, which was focusing on the “interpersonal relationship” competence of emotional intelligence (EI) and the language learning strategy (LLS) “cooperating with others; *be flexible*, which aimed to teach the EI skill of “flexibility”; *know your strengths* with the main focus on another EI competence of “self-regard”; *give yourself gifts* focusing on the LLS of “rewarding yourself” and the EI skill of “optimism”; and *set your own goals*, which aims to instruct the other EI skills of “independence” and “self actualization”. It was noteworthy that the most liked activities by the participants were all related to the skills of emotional intelligence.

The Strategies or Skills Receiving Negative Attitudes from the Students

The range of the number of the dislikes varies from 1 to 19, and two activities were not reported as disliked at all. According to the difference values, the five activities that received the most dislikes from the participating students can be seen in Table 20.

Table 20

The least liked five activities according to the perception cards

Training Activities	Likes	Dislikes	Differences
1. Get help from experts	9	19	-10
2. Use the system of ABCDE	2	12	-10
3. Work together	7	10	-3
4. Draw your anxiety graph	1	3	-2
5. Check your mood	NR	2	-2

Note: “NR” represents not reported.

The activities *get help from experts* focusing on the socio-affective LLS “cooperating with proficient users of English” and *use the system of ABCDE*, which aimed to address the affective LLS of “lowering your anxiety” and the EI skill of “impulse control” were the least preferred activities with 19 and 12 dislikes. They were also at the bottom of the list according to their difference values. The other least liked activities were *work together*, *draw your anxiety graph*, and *check your mood* according to the results of perception cards.

Analysis of the Student Interviews

In order to get a deeper understanding of the students’ perceptions and attitudes regarding the five-week treatment period and individual strategies and skills, semi-structured interviews were held with six students in their native language that is Turkish. The transcripts of the interviews were written and translated into English by the researcher (See Appendix M for sample interview transcripts).

Purposeful sampling was used while selecting the interviewees. First, the students who had high anxiety scores before the treatment were determined, and later the changes in their mean scores between pre- and post-anxiety questionnaires were analyzed. According to the questionnaires’ results, all the students with high anxiety were observed to have a decrease in their mean values to some extent. Finally, by

looking at their anxiety mean score changes across pre- and post-training period, two students from each class, the one with the highest decrease and the one with the lowest decrease in their anxiety means, were determined to be interviewed. Table 21 demonstrates the general characteristics of the students interviewed, and Table 22 presents their anxiety score changes before and after the treatment.

Table 21

Characteristics of the students participating the interviews

	S1	S2	S3	S4	S5	S6
Gender	Male	female	Male	male	female	male
Age	20	19	25	19	19	21
Department	Vet	Vet	Mat	Mat	Voc	Che
Type of program	Must	must	Voluntary	voluntary	voluntary	must
English experience	1	5	8	5	2	1

Note. Participating students are represented as S+No. In the department column, *Vet* represents Faculty of Veterinary Medicine; *Mat* represents Mathematics Department; *Voc* represents Vocational School of Sea and Harbor Management; and *Che* represents Chemistry. In the *Type of program* column, whether the students attended the English language program on a voluntary basis or as a must is provided. In the *English experience* row, the numbers represent the years of studying English.

Table 22

FLA means of the students participating the interviews

	<i>Ss with high \bar{x} differences</i>			<i>Ss with low \bar{x} differences</i>		
	S1	S2	S3	S4	S5	S6
\bar{x} pre-FLCAS	4.1	3.73	4.33	3.8	3.63	3.53
\bar{x} post-FLCAS	3.26	2.46	3.67	3.66	3.6	3.43
\bar{x} difference	0.8	1.2	0.6	0.1	0.03	0.1

$\bar{x} < 2.50 = \text{low}$, $\bar{x} > 3.50 = \text{high}$, \bar{x} 2.51 and 3.49 = moderate

As Table 22 shows, the students selected for the interviews had high foreign language anxiety levels ($\bar{x} > 3.50$) before the training, and they all experienced different degrees of decrease in their overall anxiety mean scores. While Students 1, 2, and 3 had a wide range of difference between their pre- and post-questionnaires mean scores, Students 4, 5, and 6 had small mean differences. Student 2 showed the biggest change in her anxiety level with an \bar{x} difference = 1.2 reduction in her mean score, while Student 5 had the smallest change with an \bar{x} difference = 0.03.

After selecting the participants for collecting the qualitative data, face-to-face interviews were conducted and recorded by the researcher. Four questions related to the effectiveness of the training, usefulness of each strategy to lower their anxiety, and further suggestions to improve the quality of training were addressed to each participatory student. See Appendix K for the list of interview questions. Next, the recordings were transcribed, and qualitative data collected from the interviews were analyzed thematically using color-coding. Finally, content analysis was carried out for each interview script to see if similar or different themes emerged from the participants' responses.

Positive Sides of the Training

All the interviewed students except one reported that the training conducted in their speaking courses had beneficial effects on them; that is, most of them gave positive answers to the first interview question that sought to explore the general attitude of the participants towards the training. Only Student 4, whose overall anxiety score difference was also low at the end of the training (\bar{x} difference = 0.1), reported that these kinds of activities do not appeal to him; however, he also pointed out that although he does not prefer to use such strategies or skills, some of them could be helpful for others. Three major themes emerged from the students'

responses related to the positive sides of the training are *being beneficial in general*, *being helpful in diagnosing anxiety*, and *being enjoyable*.

Beneficial in general. First of all, the students mentioned about their positive attitudes towards the training and the treatment they were exposed to in their speaking courses for five weeks:

S1: There were the ones [training activities] that contributed to us a lot. The people who approached them seriously gained a lot, I believe. I think they were beneficial in general.

S3: Some of them were very useful. There were nice bits of advice like keep a diary. I plan to keep a diary in the future... The one with music and relaxing exercise was also quite useful.

S5: There weren't any negative sides. Positive sides were a lot. For example, when you speak English, reward yourself. There were such activities. I tried to apply those.

As can be seen in the participants' responses, the students were content with having training sessions on socio-affective LLSs and EI skills in their speaking lessons and found the strategies and skills useful. In addition, the students reported having benefitted from the diversity of the training activities and gave examples of their gains from specific activities:

S1: I had always approached a problem from one angle before, and I had got trapped sometimes. Now, I try to look from different angles, and I have seen the benefit of this one [the activity of *try different solutions*].

S2: I remember something like *don't be afraid of making mistakes*. There was something like this. It was useful. Later, I asked myself, 'Why should I feel nervous?' I learned not to be afraid of making mistakes... I can say it had a permanent effect on me... I can also reward myself, for example. I was rewarding myself for the other issues but not for English... Now, I can do that for English lessons, as well.

S4: There was this thing; for example, *set your own goals*; it was very good.

We ordered our goals according to which one is more important.

The students' different responses related to their gains show that each student reported benefitting from different strategies and skills that the training covered. Their statements also reveal that these students with high foreign language anxiety were eager to take healing actions for their anxiety problem.

Helpful in diagnosing the feeling of anxiety. The second theme related to the effectiveness of the training was being helpful in seeing and analyzing the issue of anxiety. Some of the participants reported that with the help of the training, they were able to diagnose their anxiety first. Three participants reported the benefits of the training in this aspect and continued by explaining how the strategies and skills presented also helped them to reconsider the reasons behind and the solutions to their feelings of anxiety:

S1: With the help of these exercises, my anxiety decreased of course. We started to think about what we can do for this issue. I started to value English more in my life and tried to watch English films and listen to English songs.

S2: At first, you do not realize it [anxiety], but when these [strategies or skills] are shown to us, we start to think more and approach to the issue more. Seeing these [strategies and skills] all together was useful because in some situations, we cannot analyze our feelings... When we see these [strategies and skills], we can say that ‘I have problems in some situations, so I must approach them more.’ I mean, you could visualize the events better.

S6: Of course, they [training activities] were helpful. We saw the things we couldn’t admit to ourselves; we understood when and where we were anxious and when we weren’t.

It can be concluded from these statements that some students were not even aware of the situations that aroused anxiety for them or why some situations were creating this feeling. With this training, the participants reported that they started to think about the sources of and solutions to their anxiety. For example, Student 1 took actions like watching films and listening to music in English more.

Enjoyable. In addition, all the participants reported that they enjoyed some of the training activities in particular. It was clear from the students’ responses that applying some strategies with their class-mates created positive feelings for them:

S1: The 20th activity [*give and receive compliments*] was hilarious. We satisfied our ego in a way. It is a good activity; it improves a person’s self-esteem. And 24 [*try a different solution*], I liked this one. It was visual and I will remember it. Visual things stay in my memory.

S4: I liked the compliments I received. It was nice to hear good things about ourselves. *Show empathy* was also nice. There were good ones [activities].

S6: The most beautiful one was when we wrote down a bad memory and then threw it away. It was very nice.

As can be seen from the interviewees' statements, they enjoyed applying some of the strategies and skills in the class. "*Give and receive compliments*" was the training activity reported as the most liked by the majority of the interviewees. This training activity which aims to increase positive interpersonal relationships within a group was also reported as the most preferred activity in the perception cards.

Negative Sides of the Training

There were also some negative attitudes reported towards the training. The negative sides of the training were mostly reported by the participating students whose anxiety levels did not differ much across pre- and post-questionnaire results. The most common theme that emerged from these students' responses to the interview questions was the difficulty they experienced in using the strategies and skills.

Student 4, whose anxiety mean difference was $\bar{x} = 0.1$, stated that he did not apply any of the strategies or skills the training covered. He was also the only student who said that the training was not very beneficial for him since it was boring and did not appeal to him at all. He also said that he even did not participate in the training activities although he was present in the class most of the time:

S4: I didn't use them [strategies and skills] at all. I didn't apply them...

Anxiety, tension, stress I have everything, but I didn't do them... They can be helpful, but I did not apply them... They were boring... In fact I am an emotional person. But these are boring.

On the other hand, he also stated that some strategies can be useful although he would not prefer to use them when speaking or learning English:

S4: They [strategies and skills] aren't completely useless but don't appeal to me... I can use these in other areas maybe but not in learning English. I am afraid of making mistakes in English... I don't like such applications, *relax* or *keep a diary*... For example, I think, this one [*make mistakes*] is useful, but I don't use it; I am afraid of making mistakes. I am a bit of a perfectionist; I am not content with anything easily. I would like to do perfect things.

Although Student 4 stated that he is an anxious person with his own words:

“Anxiety, tension, stress, I have everything”, his following remarks indicate that the training was not successful in persuading him to take any action to cope with these feelings he was experiencing. In addition, the participant seemed to the researcher as being a highly anxious person, maybe even having a trait anxiety. According to MacIntyre (1999), trait anxiety is a personality feature and is both stable over time and applicable to a wide range of situations. The participant's hands and voice were trembling during the interview, so he was several times reminded that he could be withdrawn from the interview if he wished. However, the participant stated that he would like to contribute to the present study even though he spoke very few sentences and answered the interview questions with only minimal responses.

Similarly, Student 6, whose anxiety mean difference was not very high (\bar{x} difference = 0.1), complained about the same drawback of the training and the strategies instructed, but he explained that it might have been related to his more severe anxiety issues:

S6: I cannot say these were useful to eliminate my anxiety. I have a little panic-attack problem, so when I get nervous, I cannot think of anything. For example, I attempted to use these [strategies] when I was entering the speaking quiz, but I couldn't use them; at that moment, nothing came to my mind. I didn't remember them at all. I forgot everything because I was so anxious... You see your own mistakes; you try to do something. But even though you see your problems, write them or talk about them, you cannot use these [strategies] in practical life. It is difficult to apply these [strategies and skills] in real life, I think.

According to these statements, it can be observed that Student 6 was not able to benefit from the training in that he could not use the skills and strategies instructed. Although he mentioned about the benefits of the training in some aspects such as analyzing the moments when he was anxious and when he was not, the training was unable to decrease his anxiety.

The other student whose foreign language anxiety level did not differ after the training (\bar{x} difference = 0.03) also stated that she did prefer to use the instructed strategies or skills in her English speaking lessons:

S5: They [skills or strategies] could have been effective to lower my anxiety.

But maybe, because of the teacher, I did not use them.

Student 5 further pointed out that she had some negative attitudes towards her speaking teacher; that is why, she did not benefit from the training for her foreign language anxiety:

S5: She is a different teacher. She gave the activities and sat in her chair.

Then we filled in the exercises and gave them back. There were no explanations. This wasn't nice... In the speaking lessons, I didn't apply these [skills or strategies], but in general they were helpful to lower my anxiety during my dialogues with my friends, for example.

It can be concluded from these statements that she did not like her instructor's teaching style in the class and developed a negative attitude towards the teacher and the lesson; therefore, she did not apply the trained skills and strategies in her speaking lessons.

The participants who had high decreases in their anxiety mean scores after the treatment also reported some negative attitudes towards some training activities:

S1: The ones [training activities] requiring a lot of writing were difficult to apply; for example, I couldn't do the diary activity [*writing a language learning diary*]... I mean, students want things ready; they don't want to write a lot. Drawing a graph [*drawing an anxiety graph*] was also difficult.

S3: I found some of them unnecessary. This one wasn't very useful, for example: *draw your anxiety graph*. It was unnecessary.

Students 1 and 3's statements indicate that some of the strategies covered in different training sessions were not regarded as efficient as others and perceived as difficult or useless to apply.

According to the majority of students participating in the interviews, the activities *draw your anxiety graph* (which focuses on the skills and strategies of "emotional self-awareness", "discussing you feelings with someone", and "listening to your body"), *use the system of ABCDE* (with the focus on the affective LLS of "lowering your anxiety" and the EI skill of "impulse control") and the socio-affective

language learning strategy “write a language learning diary” were not perceived as very useful or enjoyable, and students stated that they didn’t prefer to apply these strategies in their classes or outside the class. Similarly, according the perception cards the students filled in, “*using the system of ABCDE*” received the highest number of dislikes and “*drawing your anxiety graph*” was not reported as liked by any of the students. In addition, according to the pre- and post-strategy questionnaires, “*writing a language learning diary*” was perceived as the least used, least effective and most difficult language learning strategy.

Students’ Further Suggestions

The participating students were also asked to provide some further suggestions about how to make the training or the skills/strategies more appealing to them, and only three of them offered some:

S1: If there were more visuals, it would be better. Some people like visuals and learn better in this way... Visuals would be more helpful for some students.

S4: Since they were boring, if there were more visuals like slides or use of technology, it might have been better.

S6: For example, in order to lower our anxiety, you could have provided some short notes or commands... I am a very anxious person, if there were short notes presented, it could be more useful for me. For example, reading long sentences can be boring for a person, but short notes can be more effective.

Student 6 also reported having forgotten the strategies instructed at times when he tried to use them, so he stated that short notes like mottos would be helpful for him to remember these strategies. Additionally, when talking about the drawbacks of the

training, Student 1 mentioned about the difficulty of the activities that required long writings. It can be concluded from the participants' suggestions that more visuals and shorter writings during the instruction of strategies and skills would be more appealing and interesting to some students.

Section 4: EFL University Teachers' Attitudes towards the Training

The last research question of the present study aimed to investigate the participating teachers' attitudes towards the strategy and emotional intelligence training. Semi-structured interviews were conducted with the three teachers who gave the training in their speaking classes, and similar questions addressed to the students were also asked to the teachers in order to collect data related to their perceptions about the overall effectiveness of the training, the usefulness of each strategy, and further suggestions to improve the training.

Analysis of the Teacher Interviews

All the teachers participating in the current study were female and experienced in teaching English as a foreign language. While two of the teachers were the graduates of the department of English Language Teaching, one of the teachers was the graduate of English Literature Department. The general characteristics of the participating teachers can be seen in Table 23.

Table 23

Characteristics of the participating teachers

	T1	T2	T3
Gender	Female	Female	Female
Age	35	28	42
Graduation department	ELT	EL	ELT
Year of teaching experience	12	4	15
Native languages	Turkish / English	Turkish	Turkish

Note. Participating teachers are represented as T+No. *ELT* represents the department of English Language Teaching, and *EL* represents the department of English Literature.

One of the interviews with the teachers was carried out through a telephone conversation; the other two interviews were done face-to-face. All the interviews were carried out in Turkish and recorded by the researcher. First, similar to student interviews, the qualitative data collected from the teacher interviews were transcribed, translated into English, and color-coded. Next, thematic and content analyses were applied to each interview. Finally, common and outstanding themes were presented with the example quotations from the teachers' own statements.

Positive Sides of the Training

When asked about the overall effectiveness of the training, all the teachers reported that the positive sides of the treatment were more than its drawbacks. The participants mentioned three broad themes related to the advantages of the training: being beneficial outside the class, being useful as in-class practices, and being enjoyable to the students.

Beneficial for outside the class. The teachers firstly mentioned about the outside class benefits of the training for the students at personal levels:

T1: We tried to generalize those [strategies] outside of the class.... For example, learning others' cultures; this may encourage students to investigate more in their lives besides teaching new cultures and information. I think it was beneficial in this aspect.

T2: There was this to-do-list; I think, it was about setting your goals. It was useful. I think it is always important to be planned.

T3: I told them [students] that they shouldn't only think that these [strategies and skills] are only used for learning English. I mean, the starting point is this, but these exercises are always useful for us... I told them that we are doing these to relax when talking in English, but we can always use them.

All the teachers agreed that this kind of training might have benefits to the students' personal development outside the borders of the classroom. One of the participating teachers additionally mentioned about benefitting from the training herself:

T1: Particularly, it [training] was very beneficial for me. There were points that I didn't know before. There were strategies helpful to analyze people's different point of views or feelings. I believe it was beneficial also for me at this point... As an instructor and human being, I received feedback about myself... I think I have learnt something for myself.

This teacher also stated that she liked all the training activities in general because she is personally interested in human psychology and human relations. She added that she learnt new information from some of the training activities and benefitted from them in her own life.

Beneficial for inside the class. In addition to the benefits of the training for outside class practices, the teachers also reported that this kind of training can be beneficial when teaching a foreign language and believed that students can gain

confidence and eliminate their high level of anxiety. Similar to the students, according to the participating teachers, the training was initially helpful in diagnosing the problem of anxiety or its reasons:

T1: While drawing that anxiety graph, since some of them [students] couldn't know much about themselves, there were students who thought a lot about the moments they were anxious while some students were able to draw the graph easily. Students' struggling for this activity even shows that it was effective for students to consider such moments.

T2: I personally found the questionnaires very beneficial. They [questionnaires] were beneficial in that they [students] were able to see the problem. They are anxious, but they don't know why. Eventually, you have to know your problem in order to find some solutions.

T3: They [strategies and skills] were beneficial for sure. Even mentioning about this made some students confess about their anxiety.

All the teachers indicated that the training had positive effects on students in that they had to think about the feeling of anxiety they have. The participants also reported that some activities might be useful for students to lower their high language anxiety:

T2: It [training] may be useful to decrease anxiety, I think. Maybe they can start to use them [strategies] as they are exposed to them more.

T3: In Turkish, they [students] can speak out their opinions easily, but when it is time to speak in English, I see that they get nervous about making mistakes. This [training] might have been useful to eliminate this feeling... This one was beneficial, *make mistakes*. It might have been beneficial for students with high anxiety.

The participants' responses show that the training is perceived as effective in treating students with high language anxiety. The participating teachers also pointed out that the training could have helped the students to increase their self-confidence during in-class activities:

T1: They [students] were able to speak about themselves comfortably... For example, *work together* and *find a study partner*; I believe these can be beneficial. Especially in the speaking lessons, these can create a ground for the lessons where students feel as individuals inside a group and speak about their opinions.

T2: They may even create a strategy by themselves. These [strategies and skills] might have improved their self-confidence.

In brief, all the participating teachers believed that training was beneficial for students in developing more self-esteem and decreasing tension during speaking classes.

Enjoyable. The final advantage that the teachers indicated was that the students enjoyed some of the training activities because they were interesting and different from the usual practices carried out in speaking lessons. According to the teachers, with the help of these activities, the learners were able to do something different and enjoyable in the class:

T1: The students presented positive attitudes towards some of the activities that I hadn't expected positive reactions. By looking at their body language or movements or chats with their peers, I understood that they liked some of them [activities]... There was this activity about the ants [*try a different sollution*]. It was very interesting to them [students].

T3: The students found these [activities] different... We did something different in five or ten minutes of the lesson. Especially some activities like *relax* or *laugh* were very nice... They [students] liked especially some of them [strategies] very much... There were nice topics... They [students] adored this one, *make compliments*. It lasted like 20 to 25 minutes.

As can obviously be seen in the teachers' statements above, the reactions of the students to certain activities were quite positive, so the teachers felt they had done something different and enjoyable for the students in the class. On the other hand, the teachers also reported some drawbacks of the overall training and individual skills or strategies.

Negative Sides of the Training

Similar to the student interview results, the most frequently reported drawbacks of the training by the teachers were related to the difficulty in applying some of the strategies. Firstly, some teachers stated that the students did not understand the nature of some strategies since they were too arbitrary and abstract for them:

T1: We did the *ABCDE system* as you presented in the activity paper, but it was difficult for them [students] to change their false beliefs or see their beliefs as false.

T3: They [students] did not understand some of them [strategies and skills]... Some [strategies and skills] were too abstract for them... The ones requiring filling in tables or mathematics and numbers were not very effective. For example, they did not understand this *ABCDE system* or the order in it; they couldn't do it.

The activity named as *use the system of ABCDE* was also reported as the least liked one in the perception cards and during the student interviews. Similar to the participating students, the teachers did not find this strategy very efficient to instruct in their classes. Furthermore, one of the teachers pointed out that she is not sure if the students were able to use the strategies and skills the training covered after they were instructed in the class:

T2: I didn't get any feedback whether they [students] applied these [strategies]. We never talked about these at the end. I don't know to what extend and how many of them [strategies] they applied.

This teacher also stated that she separated one of her speaking lessons as a counseling hour and distributed the activities of that week to the students as self-work activities. She also did not ask any follow up questions, but the students also did not report back any feedback related to the strategies they read about.

The other themes that emerged related to the negative sides of the training were mainly related to the attitudes of the students towards certain activities. Based on their observations of the students' reactions, the teachers reported three negative sides of the training activities: being mechanical, simple, and boring:

T1: Some activities were a bit mechanical; I observed that they [students] did some of them [training activities] superficially... Those drawing graphic lines or the ones about statistics were not interesting to them [students]... Some of them [training activities] were too simple for the students. They asked: 'Why should we do this?' Some activities did not appeal to them, I can say... Some of them were even childish for them.

The drawbacks mentioned above indicate that some of the strategies in the training were not presented as meaningful, challenging or interesting enough for the students.

As observed from the teachers' responses, students' negative attitudes were toward the nature of the activities rather than the strategies or skills that are aimed to teach.

Furthermore, the teachers were asked to name the strategies or skills that they thought were useful and the ones that were not effective.

The Strategies or Skills Receiving Positive Attitudes from the Teachers

The strategies and skills perceived as useful and applicable by the teachers were in line with the students' preferences. During the interviews, the teachers were questioned about the activities or skills/strategies that they found more or less useful in terms of reducing students' foreign language anxiety in their speaking classes. The activities and the participants who reported positive attitudes for an individual activity can be seen in Table 24.

Table 24

The strategies or skills receiving positive attitudes from teachers

	T1	T2	T3
Set your own goals	✓	✓	✓
Show empathy	✓	✓	✓
Make mistakes	✓	✓	✓
Give and receive compliments	✓		✓
Relax	✓		✓
Be flexible	✓		✓
Reward yourself	✓		
Work together	✓		
Get help from experts	✓		
Take risks	✓		
Think positive	✓		
Learn others' cultures	✓		
Try a different solution	✓		
Keep a diary as an in class activity			✓

As Table 24 presents, *set your own goals*, *show empathy*, and *make mistakes* were reported as efficient by all the participating teachers. Additionally, similar to the teachers' remarks, *give and receive compliments*, *set your own goals*, *show empathy*, *make mistakes*, and *take risks* were also reported as the best activities in student interviews; however, *work together*, *get help from experts*, and *keep a diary* did not receive any positive remarks from the students.

The Strategies or Skills Receiving Negative Attitudes from the Teachers

The teachers named four training activities as being inefficient; they stated these strategies did not appeal to the students and were not given much attention or importance during speaking lessons. Similar to the positively perceived strategies and skills, the teachers' negative perceptions also mirrored those of the students. The activities receiving negative attitudes from the teachers can be seen in Table 25.

Table 25

The strategies or skills receiving negative attitudes from teachers

	T1	T2	T3
Use the system of ABCDE	✓	✓	✓
Draw your anxiety graph	✓	✓	✓
Check your feeling temperature	✓	✓	✓
Keep a diary	✓	✓	

All the teachers reported the inefficiency of three training activities which were *use the system of ABCDE* which focuses on the affective LLS of “lowering your anxiety” and the impulse control skill of EI, and *draw your anxiety graph*, and *check your feeling temperature* both of which focus on emotional self-awareness and discussing feelings with others. Unlike the other participants, only Teacher 3 stated that *keep a diary* can be useful as an in-class activity even though students reported

not wanting to keep language learning or any other types of diaries inside or outside the class.

Lastly, the question of how the strategies and skills covered in this training can be presented to the students better was addressed to the teachers, and their suggestions were thematically analyzed and discussed.

Teachers' Further Suggestions

The participants proposed different suggestions in order to make the training more effective. Two teachers agreed that language teachers can integrate the socio-affective language learning strategies and emotional intelligence skills into their lessons, and they added that teachers should take an active role while teaching these strategies/skills and try to involve the students in such strategy/skill-based training as much as possible. However, one of the participants supported that such strategies and skills should be instructed by an expert not the teachers.

Teachers 1 and 3, who are graduates of education faculties, believed that such training can be implemented into language classes by teachers and proposed two suggestions that there should be teacher-talk like extra explanations in order to attract students' attention more and the training activities can be used as warm-up activities or ice-breakers at the beginning of the lesson hours.

There should be teacher talk. The most repeated theme about further suggestions by two of the instructors was *extra teacher talk*. Both of the instructors reported providing extra support or explanations for the strategies and skills and emphasized the benefits of teacher talk in including the students into the training activities. The participants reported that they either gave further explanations or adapted the activities so that they can appeal to their students' needs and interests more:

T1: Teacher-talk can be useful. I think, by this way training can be more efficient. I managed to involve them [students] into the activities by this way... For example, I tried to get their [students'] attention into the topic by talking and asking questions... In the class, it was like a chat. I noticed that they liked the ones [strategies and skills] that we talked about more... I made a short speech so as to adapt them [strategies and skills] into our lessons.

T3: I gave extra explanations for some [strategies and skills]... They [students] were more involved then.

It can be observed in these statements that the teachers had already implemented what they proposed as further suggestions for the training and realized that extra teacher talk and explanations when necessary was useful for students' involvement.

Activities can be used as warm-up/ice-breakers at the beginning of the lessons. The same teachers who valued the 'teacher talk' additionally stated that some of the training activities can be used before starting the lessons and can serve as ice-breakers or warm up activities:

T1: I think that some of them [training activities] can be used as a warm-up activity before the classes begin.

T3: I provided those [training activities] at the beginning of the lessons so that they can serve as warm-up activities. I never applied them at the end of the lessons.

Both teachers preferred to present the training activities at the beginning of their class hours and believed that instruction of these strategies and skills should not be done at the end of the lessons. In addition, Teacher 3 pointed out that she would not use these strategies too often, and added that they cannot be implemented in every lesson, maybe once a week or once a month. She said that when students seem tense

or having low self-esteem, she can use these activities that focus on various socio-affective strategies or emotional intelligence skills.

An expert should initiate the training. On the other hand, Teacher 2, who is a graduate of the English Literature Department and the youngest one of the participating teachers, suggested that an expert should give this training since the teachers may not know how to teach these strategies and skills in the class:

T2: This [training] can be an extra program like a personal development program, and somebody can be responsible for it... A more educated person could have done the activities more effectively... If a student is anxious, there is nothing that I can do.

This participant also reported that teachers may not have enough knowledge about the topic, so a more educated person could present the training more efficiently. Furthermore, she pointed out that it must not be the teachers' job to lower students' anxiety in the class or train students on socio-affective strategies. Although she was volunteer to take part in the present study and stated that the training can be beneficial in general, she did not take an active role in the training as she believed it is not her responsibility to deal with students' feelings of high anxiety.

Conclusion

This chapter reported the findings of a) the quantitative data collected via pre- and post-anxiety scales and pre- and post-strategy inventories and b) the qualitative data gathered from student perception cards and semi-structured interviews with six students and three teachers.

In the first section, as a result of the statistical tests conducted on the pre- and post-anxiety questionnaires, the participants' FLA levels before and after the five-week training were determined, and it was observed that there was a statistically

significant decline in the students' overall anxiety. In a similar way, the number of the students having high FLA also lessened from 15 to 8 students.

In the second section, the findings regarding the participants' perceptions on socio-affective language learning strategies were introduced. The findings indicated that students' overall perception on these strategies were neutral before and after the training; although there was an increase in the overall mean scores, it was not statistically significant. Similarly, the students' perceptions on the use, effectiveness, and difficulty of the strategies did not change much after the training. However, further analysis on each strategy revealed that students' perceptions related to the use of two affective LLSs has significantly changed after the training; the participants reported using the strategies of "rewarding yourself" and "lowering your anxiety" significantly more after the training. Additionally, the findings revealed that the strategy of "writing a language learning diary" was perceived as the least used, the least effective, and the most difficult strategy according to the participating students.

In the third and fourth sections, the overall findings from the qualitative data showed that students and teachers had both positive and negative attitudes towards training. Thematic and content analysis of the qualitative data indicated that the training was beneficial, enjoyable, and interesting; however some strategies/skills were difficult to apply, and some training activities were mechanical and boring for the students. Furthermore, the findings from perception cards and interviews were parallel to each other in that the most and the least liked training activities by the teachers and the students were the same. It was also found out that the activities that focused on emotional intelligence (EI) skills received more positive attitudes from the participants, which may suggest that EI competencies can serve as socio-affective language learning strategies in foreign language classes. Finally, according to the

qualitative data of the interviews, more visuals, short mottos, expert teachers, and more teacher involvement can make the training more efficient.

Given the findings above, the next chapter will first discuss the results, then present pedagogical implications and limitations of the study, and finally make suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

The main purpose of this study is to explore the possible positive effect of instructing socio-affective language learning strategies (LLSs) combined with emotional intelligence (EI) training on EFL learners' foreign language anxiety (FLA) in speaking classes at tertiary level. In addition, the learners' perceptions on the use, effectiveness, and difficulty of the socio-affective LLSs before and after the training along with the participants' opinions on the training were also investigated. The research questions addressed in the study are:

- 1- How does explicit teaching of socio-affective LLSs combined with training on EI impact EFL university students' FLA in English speaking courses?
- 2- Which socio-affective LLSs do EFL university students prefer to use, find efficient, and perceive as easy before and after the training?
- 3- What are EFL university students' attitudes towards training on socio-affective LLSs and EI?
- 4- What are EFL university teachers' attitudes towards training on socio-affective LLSs and EI?

In the process of this exploratory research study, 50 students in three different language classes were exposed to a five-week training in a Turkish university context. In order to collect the necessary data, the Foreign Language Classroom Anxiety Scale (FLCAS) and the Socio-Affective Strategy Inventory for Language Learners (SASILL) were administered before and after the interval; additionally, student perception cards were collected after every training week and semi-structured interviews with six students and three teachers were conducted at the end of the

treatment. While the data obtained from the questionnaires were analyzed quantitatively by using SSPSS descriptive statistics and paired-samples *t*-tests, the data from the perception cards and interviews were analyzed qualitatively by means of thematic and content analyses.

This chapter is divided into four main sections. In the first section the findings presented in the previous chapter will be discussed in relation to the literature. Next, pedagogical implications of the findings will be provided. Finally, in the third and fourth sections, limitations of the present study and suggestions for further research will be presented.

Discussions of the Findings

The discussion relating to the results of the study will be presented in accordance with the research questions. The findings which shed light on the first and the second research questions will be discussed separately, and the discussions of the findings in relation with the third and the fourth research questions will be introduced together.

EFL University Students' Foreign Language Anxiety Levels before and after the Training

The Foreign Language Classroom Anxiety Scale (FLCAS) was administered to the participating students as pre- and post-questionnaire in order to see the anxiety level of students before and after the five-week treatment in their speaking courses. The overall anxiety of the participants was moderate before the training with the mean score of $\bar{x} = 3.12$, and there were 15 students with high anxiety. After the treatment, the participants' overall anxiety mean score decreased to $\bar{x} = 2.90$, and the number of the participants with high anxiety also declined to 8 students. The

decrease in the mean scores was also found statistically significant after the SPSS analysis (pre-FLCAS $\bar{x} = 3.12$, $SD = .63$, post-FLCAS $\bar{x} = 2.90$, $SD = .56$, \bar{x} difference = .22, $p < .01$). This was also supported by the findings from strategy questionnaire and interviews. As a result of the training, students reported using two affective strategies significantly more: “lowering your anxiety” and “rewarding yourself”. Application of these strategies might have helped the participants lower their high anxiety. Moreover, during the interviews, all the students who experienced a decrease in their FLA levels reported the benefits of the training in diagnosing and seeking the ways to overcome their high anxiety. In the light of these findings, it can be concluded that the training on the socio-affective LLSs and EI was successful in lowering the EFL learners’ foreign language anxiety that was mainly experienced in speaking classes.

These findings initially support the arguments that many researchers put forward related to the importance of socio-affective strategies in language classes (Habte-Gabr, 2006 Hamzah et al. 2009; Hurd, 2008). The importance of feelings and supportive social relations in language classes have long been the focus of many studies, and it was stated by several researchers that the strategies to eliminate the negative feelings emerging while learning a language are not used enough by language learners (Hurd, 2008; Oxford, 1990). It has also been emphasized in the literature that teachers, writers, and researchers need to give more attention to socio-affective factors in language learning (Habte-Gabr, 2006; Hurd, 2008) since different from other disciplines, learning a language involves not only cognitive or metacognitive practices, but also the other factors that compromise the whole person.

The findings of the current study also echo those reported by earlier research studies which investigated the impact of socio-affective strategy training on FLE

classes (Fandiño-Parra, 2010; Habte-Gabr, 2006; Hamzah et al. 2009). Many researchers in the literature have concluded that implementation of such strategies aids in decreasing stress levels and in creating a supportive atmosphere in the language classes where students need to deal with difficult and stressful tasks. Moreover, there is a consensus in the literature that oral language tasks are the main sources of high FLA; therefore, speaking class teachers should be more supportive and address their students' affective factors more with the help of some strategies that lower learner anxiety and increase self-confidence (Azarfam & Baki, 2012; Liu & Jackson, 2008; Subaşı, 2010). In addition to the suggestions in these studies, many other researchers mentioned about the benefits of varied learning strategies including socio-affective LLSs to lower the language anxiety in classrooms (e.g., Foss & Reitzel, 1988; Young 1991; Wei, 2012; Williams & Andrade, 2008).

The literature related to the implementation of EI skills in educational settings other than language learning classes supports the belief that EI training can be beneficial in reducing students' negative feelings such as anxiety and negative attitudes towards their schools while improving positive interaction with their peers and teachers (Brackett & Katulak, 2006; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Ruiz-Aranda, Salguero, & Cabello, 2012). The present study shares similarities with these previous findings from different teaching and learning settings in that there was a significant decrease in the participants' high foreign language anxiety levels.

Finally, the data support and clarify, rather than contradict, previous findings of the survey studies in the literature which stated that EI correlates with FLA negatively. Most of the research conducted in different EFL settings found a negative correlation between FLA and EI and suggested that EI training may be effective at

eliminating learner anxiety while studying and producing the target language (e.g., Birjandi & Tabataba'ian, 2012; Chao, 2003; Dewaele, Petrides, & Furnham, 2008; Ergün, 2011; Rouhani, 2008; Şakrak, 2009). With the help of the present study, it was shown that instructing EI competencies in language classes can help reduce learners' high anxiety which may hinder their learning and practicing the target language.

EFL University Students' Perceptions of Socio-Affective Strategies before and after the Training

In the present study, the socio-affective strategy inventory for language learners (SASILL) was used to address the second research question aiming to investigate the students' perceptions on the domains of *use*, *effectiveness* and *difficulty* related to socio-affective strategies across the pre- and post-treatment period. The overall mean scores obtained from the pre-questionnaire results advanced from 3.38 to 3.43 after the treatment; however, this difference was not statistically significant. The participants of this study experienced no significant changes either in their overall perceptions or in any of the domains the strategy questionnaire aimed to investigate. One possible rationale behind these results can be the limited length of time that the training lasted. A five-week time period may not be enough to create radical changes in the students' perceptions on socio-affective strategies. According to Oxford (1990), long-term strategy training can be more effective since students can internalize LLSs more easily if training continues over a long period of time. It can be concluded from these findings that five weeks were not long enough to change learners' practices and beliefs related to the all the learning strategies the training aimed to teach, and a longer time period may be necessary so as to achieve a significant change.

On the other hand, two affective strategies were observed to receive a statistically significant change in the participants' perceptions related to the use of these strategies, which are "lowering your anxiety" and "rewarding yourself". The students also reported the same strategies as being effective to use after the training with positive mean values unlike the pre-strategy questionnaire results although this change was not statistically significant. Furthermore, "rewarding yourself" was perceived to be the easiest strategy by the participants before and after the training. The strategies that were instructed with the aim of "lowering anxiety" were using progressive relaxation, deep breathing, meditation, music, and laughter as Oxford (1990) suggested. Similar techniques were also suggested by many EI researchers in order to improve the EI competence of "stress tolerance" (Nelson & Low, 2011; Bahman & Maffini, 2008). Additionally, the LLS "rewarding yourself" was covered together with the EI skill of "optimism" in the training. Techniques such as taking a hot relaxing bath, watching your favorite TV program, video, or DVD, eating a cake or chocolate, cooking your favorite meal, reading a book or your favorite magazine, phoning someone you rarely talk to but like chatting with, enjoying nature, and taking a walk outside, all of which were suggested by the anxiety researchers Fletcher and Langley (2009), were used with the aim of teaching the students the strategy of "rewarding yourself". The difference in the mean values of the use of these strategies and skills show that the training was successful in helping the students to have more positive beliefs in using the necessary techniques to lower their high language anxiety in the speaking courses; the anxiety questionnaire results which showed a significant decline in the overall FLA of the participating group have also proved these results.

Further findings of the pre- and post-strategy inventory also indicated that the students participating in the present study reported the same strategies, which are two social strategies, as the most preferable, the most effective and the easiest to use with positive mean values across the pre- and post-training process: “asking for clarification or verification” and “cooperating with proficient users of the new language”. The former strategy was also found to be used the most by learners in different Turkish university contexts (Deneme, 2008; Şen, 2009); yet the latter was not reported to be used the most in any other study. In the strategy questionnaire, the strategy of “asking for clarification or verification” has been worded as “asking the other person to slow down or say it again if you do not understand something in English.” The main reason for the participants’ preference may be that this strategy is the initial and the easiest way to keep the communication going on in the target language. Additionally, the textbooks used in Turkish settings all teach students in-class language and present appropriate structures for asking someone to repeat or slow down. The students should have internalized these social strategies since they are taught at the very beginning of their language experiences. On the other hand, “cooperating with proficient users of the new language” which includes “asking for help from proficient users of the new language” has not been reported as one of the top strategies in any previous research. The reason for this result can be the fact that in the previous research studies, this strategy was worded as “asking for help from English speakers” or “asking for help from native speakers of English”; however, in the present study instead of “English speakers” or “native speakers of English”, “proficient users of the new language” was preferred since the EFL students in the target population hardly ever have a chance to speak to native speakers of English. Therefore, the high preference for this strategy can be explained with the rational that

proficient language users are generally the language teachers in EFL contexts, and the students regard their teachers as the only source of information in language classes. This result also supports the ideas proposed by Habte-Gabr (2006) who pointed out that students' positive relations with their teachers are very important since learners do not have a chance to communicate with people other than their teachers in the target language in EFL contexts. It can be concluded that the EFL university students participating in this study also believed that asking help from their teachers is the most preferable, most effective and easiest strategy to apply when learning a foreign language; therefore, EFL instructors need to develop positive and friendly relations with their students so that learners can cooperate with and ask for help from their teachers.

The findings revealed another significant result related to the affective strategy of "writing a language learning diary", which was suggested by Oxford (1990) as a means of taking one's emotional temperature and advised by EI researchers (Bahman & Maffini, 2008; Panju, 2008) for developing the EI skill of "emotional self-awareness." This strategy was perceived as the least used, the least effective, and the most difficult strategy according to the participating students. These findings are parallel to many other research studies conducted to see language learners' preferences for different LLSs. For example, in a survey study conducted at a university in Puerto Rico by Green and Oxford (1995), it was found that only 5% of the students recorded their feelings in a learning diary, and "keeping a language learning journal" was the least preferred learning strategy compared to the other ones. Furthermore, the same strategy was found to be used the least by students in various EFL university contexts in Turkey (Deneme, 2008; Razi, 2009; Şen, 2009). It is clear from these findings that students in different settings do not prefer to keep

records of their feelings related to learning a foreign language in a journal. This can be explained with the recent technological developments in the world where people write and share their feelings and opinions through Web 2.0 tools such as personal blogs, Facebook, or Twitter other than in personal journals, which are perceived as old-fashioned by many young people. Therefore, it can be advised that students can write their feelings of learning a language online rather than in journal notebooks.

EFL University Students and Teachers' Attitudes towards the Training

The participating students and teachers' attitudes towards the training and specific strategies and skills have been explored via two different research instruments that were designed to collect the qualitative data for the study. After the treatment ended, semi-structured interviews were employed with the students (6 in total) having the highest language anxiety and with the teachers (3 in total) who initiated the training in their speaking classes. In addition, during the training, perception cards were distributed to all the students (50 in total) who took the training, and the participants were asked to write the strategies and/or skills they liked or did not like after every training week.

Attitudes towards the Training

According to the interview results, the participants' general attitudes regarding the training were positive. The thematic and content analyses of the interviews have shown that a majority of the students and teachers mentioned the same advantages; namely, being enjoyable, interesting, and beneficial in diagnosing and reducing the debilitating anxiety in their speaking classes. On the other hand, the participants also reported their negative attitudes towards some of the activities, or strategies and skills, stating that they were boring, not appealing, and most

importantly difficult to apply when needed. These results indicate that not all strategies and skills were preferred by the participants due to the fact that they were not interesting or motivating for the students, maybe because the activities lacked necessary features to attract the participants' attention. Furthermore, it was difficult to apply some of the LLSs and EI skills for some students; the reason for this finding can be related to the time period over which the participants were exposed to the strategies and skills. The five-week treatment may not have been long enough to internalize and use some of the strategies and skills. As Oxford (1990) suggests, strategy training should take long enough so as to be effective in internalizing the LLSs. Despite the difficulty of the trained strategies and skills' application in the students' language practices, the training was still deemed helpful in defining the situations in which the participants experience the debilitating effects of anxiety on their language learning. With the help of this training, as the majority of the interviewees stated, it was possible to diagnose at what circumstances and why they feel high anxiety while learning and practicing the new language and therefore start to consider the ways of eliminating the negative effects of the high level of foreign language anxiety they experience especially during their speaking classes.

Attitudes towards Specific Strategies and Skills

Moreover, the findings of the present study are helpful to identify the skills and strategies that were found to be enjoyable, effective and easy to instruct along with the ones that were not preferred in a Turkish university EFL setting. The content analysis of perception cards has shown that out of 452 reports of likes and dislikes, participants reported 291 likes and 161 dislikes related to the training activities. The discrepancy between the numbers of the likes and dislikes presents the general result that the strategies and skills instructed during the training mostly received broadly

more positive attitudes from the students. These findings have also been supported by the interview results. Majority of the students participating in the interviews stated their positive attitudes towards the training; there was only one student who said that the training did not appeal to him. Moreover, all the participating teachers believed the effectiveness of the strategies and the skills the training covered and reported that such training can be helpful for language learners. These findings support the previous survey studies stating that EI can have a facilitative role in learning and teaching a foreign language in educational settings (e.g., Birjandi & Tabataba'ian, 2012; Chao, 2003; Dewaele, Petrides, & Furnham, 2008; Ergün, 2011; Rouhani, 2008; Şakrak, 2009).

The strategies and skills reported as the most useful and enjoyable during the interviews were also parallel with the results of the perception cards. The training activities receiving the most likes were mentioned as the most enjoyable ones by both the students and the teachers during the interviews. The activity named as *give and receive compliments*, which was focusing on the “interpersonal relationship” competence of EI and the social LLS “cooperating with others” was reported as the most liked activity by all the interviewees, including the participant who reported that the training was not appealing for him. This training activity also received the most likes from the participants on the perception cards. As two of the participants stated during the interviews, people like hearing positive remarks about themselves. It is clear from this small but important finding that students in language classes can gain self-confidence and reduce their high anxiety with the help of positive statements about their language performances from their peers and teachers. The other activities reported as the most liked were *be flexible*, which aimed to teach the EI skill of “flexibility”; *know your strengths*, with the main focus on another EI

competence which is “self-regard”; *give yourself gifts*, focusing on the language learning strategy (LLS) of “rewarding yourself” and the EI skill of “optimism”; and *set your own goals*, which aims to instruct the other EI skills of “independence” and “self actualization”. It was noteworthy that the most liked activities by the participants were all related to EI skills. “Interpersonal relationship”, flexibility”, and “rewarding yourself” are found both in socio-affective LLSs and EI competencies; however, “self-regard”, “independence”, and “self actualization” are unique to EI skills only. The findings related to the certain EI skills in the present study further suggest that the EI competencies that language learning strategies do not include can serve as socio-affective language learning strategies for language learners and can be instructed in language classes.

The training activities that were regarded as boring and that did not encourage the participants to try the new strategies and skills were also parallel in the content and thematic analyses of the perception cards and the interview transcripts. Both students and teachers pointed out that the activities that require a lot of writing or filling in graphs or charts were not appealing to the students. The strategies and skills that students and teachers found unnecessary and boring were *get help from experts*, focusing on the socio-affective LLS of “cooperating with proficient users of English”; *work together*, instructing the LLS of “cooperating with your peers”; *use the system of ABCDE*, which aimed to address the affective LLS of “lowering your anxiety” and the EI skill of “impulse control”; and finally *draw your anxiety graph* and *check your mood*, both of which address the EI competence and affective LLS of “emotional self-awareness” or “listening to your body”. It was interesting that “cooperating with proficient users of English”, which was reported as one of the most preferable strategies as a result of the strategy inventory, received negative

attitudes in the perception cards. The explanation for this conflict may be that the training activities designed for this specific strategy and for the strategy of “cooperating with your peers” include more reading than the others and may have been boring for the participating students. The other disliked training activities were designed to teach the skills and strategies of “impulse control” and “emotional self-awareness” or “listening to your body”. All these skills need awareness of one’s negative emotions, and it can be concluded from these findings that the participants found it difficult to reflect on their negative feelings when learning English or to express these feelings openly in front of their teachers and friends. Moreover, these activities required filling in charts and drawing lines in a graph. Both the students and the teachers stated that such practices do not appeal to the students since they are perceived as mechanical and boring. It can be suggested that these skills and strategies that are difficult to apply for the participants should be presented in a more interesting and meaningful way to the students.

Further Suggestions for the Training

The participants’ suggestions for improving the effectiveness of the training were also investigated during the interviews. While all the teachers proposed some further suggestions, only three students contributed to the interviews in this aspect.

Two of the teachers emphasized the necessity of the teacher talk and advised that teachers should provide extra explanations related to the strategies and skills taught in the training. These instructors further suggested that the socio-affective strategies and EI skills should be instructed at the beginning of the lesson hours so that they can serve as ice-breakers or warm-up activities. Both teachers believed that if the teachers give importance to such strategies and take an active role in involving students into the training activities, language learners can gain more from the

training. These findings show that these participants took the side that language teachers can initiate activities aiming to instruct socio-affective LLSs and EI skills. Some researchers in the literature similarly support the idea that strategy training could be integrated by the teachers into the language courses (e.g., Oxford, 1990; Wenden, 1987). Four advantages of the integrated strategy training are 1) learners can better understand the purpose of a strategy, 2) low motivation can be experienced in separated strategy courses unlike the integrated ones where students may easily link classroom practices with the uses of strategies in actual learning contexts, 3) practicing strategies on authentic learning tasks can help students transfer strategies to similar tasks in other courses, and 4) students benefit from teachers both as language teachers and as learning strategy instructors (Cambione & Armbruster, 1985 cited in O'Malley & Chamot, 1990; Cohen, 1998; Cohen, Weaver, & Li, 1998; Wenden, 1987). As a consequence of the findings of the study, it may be claimed that teachers can be successful in giving LLSs and EI skills in the class, and most students can benefit from this in lowering their high language anxiety.

However, one of the instructors advised that the training should be initiated by an expert in a discrete course. She further claimed that teachers may not have enough knowledge of how to give the training effectively and how to integrate the strategies and skills into their lessons. Different from the other two teachers, who supported that the training can be implemented by language teachers, this teacher is a graduate of English Literature department and might not have received enough training on education psychology and the importance of affective domain in learning a foreign language. It can be concluded from this participant's remarks that she did not feel competent enough to teach the strategies and skills the training involved. There is a similar debate in the literature related to the effectiveness and difficulty of

integrated strategy training initiated by the teachers. Two arguments against integrated strategy instruction are related to the transfer of the strategies to other learning contexts and training teachers on strategy instruction. The advantages of discrete strategy instruction are argued to be that 1) students can more easily transfer the strategies that they learn if they pay full attention to the strategies only in a discrete strategy course and 2) it is relatively easier to teach the intended strategies discretely by experts since training teachers for strategy instruction may be difficult (Jones, Palincsar, Ogle, & Carr, 1987 cited in O'Malley & Chamot, 1990; Gu, 1996 cited in Chamot, 2008; Vance, 1996 cited in Chamot, 2008). It can be concluded from these findings that even though the advantages of integrated strategy instruction are more than the discrete courses, some teachers may not feel competent in instructing certain language learning strategies and skills related to socio-affective domains in their classrooms; therefore, training teachers for this aim should be given the utmost importance in pre-service training units and education faculties.

Unlike the teachers, only half of the interviewed students proposed further suggestions for improving the quality of the training. They mainly complained about the same activities saying that they required too much reading and needed more visuals like pictures. As a result, the participating students' common suggestions were that strategies and skills should be presented in shorter texts and enriched by more visuals. The findings of the survey studies related to the learning styles of Turkish students also indicate that students in Turkish university contexts are generally visual learners who learn better through demos and pictures (Akkaya, 2007; Dizdar, 1993; Güneş, 2004). Although all the training activities involved a visual image, like comics or pictures, it was clear that some of them failed to motivate the students and did not appeal to their interest areas. These findings related

to the participating students' further suggestions show that the students' interest areas should be examined, and strategies and skills should be presented accordingly with more attractive visuals.

Pedagogical Implications

The purpose of this study was to explore the impact of socio-affective language learning strategies (LLSs) and emotional intelligence (EI) training on EFL learners' foreign language anxiety (FLA) in speaking classes. In addition, the participants' perceptions and attitudes towards the training in general, and socio-affective strategies along with EI competencies in particular have been investigated. The results of this exploratory study have pedagogical implications for language learners, teachers, teacher trainers, curriculum developers, school administrations, material designers, and coursebook writers.

First of all, the results of the pre- and post- anxiety questionnaires revealed that the EI skills and socio-affective LLSs had a positive impact on lowering high foreign language anxiety in speaking classes. In addition to this result, a majority of the students who participated in the interviews reported that the training was successful in diagnosing the situations when they were highly anxious and when they were not, so they began to question these situations and investigate ways to diminish their high anxiety. These results present implications for various stakeholders including teachers, teacher trainers, language school administrations, curriculum developers, and material/coursebook designers. Many survey studies have pointed out that a high level of foreign language anxiety may cause the learners' unwillingness to participate and communicate especially in speaking tasks (e.g., Liu & Jackson, 2008; Azarfam & Baki, 2012). As a result, students do not participate in the learning tasks that require producing the new language so fail to develop

necessary language skills to interact with others in the target language. In order to eliminate these debilitating effects of FLA, EI competencies and socio-affective LLSs can be integrated in language classes, language programs' curricula, language teaching materials, and coursebooks. By this way, teachers can become familiar with different LLSs or EI skills and find the best ways to help students manage their high anxiety that hinder learning. Furthermore, as the outcomes of the interview results in the current study suggested, language teachers can also create an enjoyable, interesting, and stress-free atmosphere in their classes with the help of the strategies or skills presented in this study.

As a second implication, the study presented the mostly preferred and enjoyed socio-affective strategies and EI skills so that the stakeholders aforementioned and language learners themselves can benefit from these skills and strategies while dealing with difficult tasks during the process of language learning. The findings of the strategy questionnaire revealed that the strategies “lowering you anxiety” and “rewarding yourself” have been preferred by the participants significantly more after the training. Moreover, the EI competencies “interpersonal relationship”, “flexibility”, “self-regard”, “optimism”, “independence”, and “self actualization” have received the highest number of likes from the participating students according to the analysis of the perception cards. The techniques suggested in this study and in the literature to implement these strategies and skills in language learning contexts can be presented and instructed to students along with language learning and use skills. Additionally, language learners with high anxiety may try applying these tactics when experiencing high tension during their language learning practices. As a result, learners can find the best strategies and skills suitable for themselves to ease their language learning process and lower their high FLA, so they

can show their real language performance in speaking courses where the highest and debilitating anxiety is observed the most.

Another major pedagogical implication of the study derives from the qualitative data in the study that presents the negative sides of the training, and negative attitudes towards particular strategies or skills. The most reported drawback of the training is the difficulty of applying the necessary strategies and skills. The participants who stated that they were unwilling or unable to use the trained skills and strategies were observed to have a different type of anxiety from FLA like panic-attack or trait anxiety. This finding has an important implication for language school administrations. The schools which have over a thousand students like the sample school in the current study should employ a counselor who is an expert on the area of psychology so as to help students in need. In addition, the students and teachers reported other negative sides related to some of the training activities as being mechanical, boring, and not appealing. There may be two implications based on these findings. First, material developers and language teachers may need to present language learning strategies more attractively to students with more visuals and with the aid of technology. Second, the strategies and skills that were reported as not preferred and inefficient such as “keep a language learning diary” may not be emphasized in language classes as much as the ones reported to be beneficial and enjoyable.

Finally, the current study provided important implications for teacher trainers. The results of the teacher interviews showed that language instructors play a crucial role in presenting socio-affective LLSs in their classes. Two of the teachers, who were education faculty graduates, stated the importance of teacher talk and extra explanations during training, and one teacher, who was a literature faculty graduate,

mentioned about the importance of expertise in the areas of LLSs and EI. Therefore, language teachers should be trained on the value of interpersonal and intrapersonal factors when teaching and learning a language, and education faculties' curricula should incorporate teaching the future language teachers the strategies and skills the present study focused on since they can be useful in diagnosing and eliminating the negative effects of high FLA which may even block language learning (Krashen, interviewed in Young, 1992; Oxford, 1990).

Limitations of the Study

There are however limitations to the present study that require some cautiousness when considering the findings. The first limitations are related to the instruments used for collecting data in this study, which are mainly structured five-point questionnaires, perception cards, and semi-structured interviews. The data collected through these techniques are based on self-reports of the participants, so findings should be treated with caution rather than as clear-cut evidence. Since the ways to control emotions that emerge during foreign language learning are the focus of the present study, the participants' willingness and ability to reveal their true internal opinions and feelings play an important role for the reliability and validity of the findings.

In addition, although the training was given by three different teachers in three different language classes, it was assumed that they did not differ in the way they instructed the strategies and skills, and their different teaching styles are not taken into consideration in the present study. Moreover, the teachers were not given any training related to the learning strategies and EI skills except the explanation and description of the study and the training activities provided by the researcher. However, it was observed that the teachers approached the training differently and

their beliefs and willingness to teach such strategies may have affected the perceptions of the participating students and the results of the study. As a result, the significant decline in the high anxiety levels of the students might not be necessarily bound to the training only.

Another limitation is related to the number of the participants in the study, which included 50 students and three teachers. Thus, it may not be possible to make generalizations beyond this group. The teachers and students in other universities in Turkey and in other EFL contexts in the world may have different opinions about the instructed socio-affective language learning strategies and emotional intelligence skills due to differences in sociocultural backgrounds.

Finally, the study had to be conducted in a limited time period, so the training lasted only five weeks. Although a significant decrease has been observed in the participants' overall foreign language anxiety levels, their perceptions about the instructed strategies did not change after the training. A five-week period may not be enough for internalizing the strategies and skills taught in this training since it is difficult to change the belief systems of people in such a short time.

Suggestions for Further Research

As a result of the findings and limitations of the present study, there may be a number of suggestions for further research. First of all, a follow-up study can be conducted on the students who participated in this study to explore possible long-term effects of the training on their academic and social lives. The main purpose of the study was to see the impact of the socio-affective strategy and emotional intelligence training on the participants' foreign language anxiety levels. The effects of such training on other affective domains, such as attitudes and motivation can be investigated in future research studies; also, the training's impact on learners'

language proficiency ability in various language skills can be explored. In addition, the training provided for this study can be employed in different contexts so as to see different participants' perceptions and the effects of the strategies and skills.

Furthermore, in order to get a better view of teachers' opinions on socio-affective strategies and emotional intelligence, a larger sample of teachers can be included in a similar study.

Moreover, the suggestions made by the participating students and teachers should also be employed in further research in order to make the training more effective. Based on the participating teachers' suggestions, teachers giving such trainings could be educated more on the strategies and skills more and told to provide extra explanations when necessary so as to involve the students in the training. As another suggestion, an expert on the subject of socio-affective strategies and emotional intelligence can give the training to learners in discrete lesson hours, and the impact of this type of strategy and skill instruction could be explored. Moreover, the number of the training activities could be lowered, and they could be instructed over a longer time period as ice –breakers at the beginning of the class hours. Considering the participating students' suggestions, more visuals, shorter readings, and technological tools could be implemented in the training in order to increase the learners' motivation and involvement.

Finally, the socio-affective strategy inventory used for the study caused misunderstandings among some students, and this resulted in ten participants' data not being counted in the study. In order to eliminate this problem, an example that shows how to reply to the items in the inventory should be provided at the beginning of the questionnaire if this instrument is aimed to be used in the future.

Conclusion

This thesis study provided some important information to the literature on foreign language anxiety (FLA) in that it investigated the possible effects of various strategies and skills on lowering EFL learners' FLA. The results of the study revealed that instructing students the socio-affective language learning strategies along with emotional intelligence skills was successful in reducing the high FLA in speaking classes. Despite the change in the overall anxiety levels of students, their perceptions' on the use, effectiveness, and difficulty of the socio-affective strategies did not show a significant difference before and after the training. There were two strategies that received statistically significant change in the students' preference to use after the training. These strategies were both affective language learning strategies, which are:

- “lowering your anxiety”
- “rewarding yourself”

It can be concluded from these findings that use of these strategies might have contributed to decreasing the participating students' foreign language anxiety levels in the speaking courses.

Furthermore, the students and teachers reported finding the majority of the activities as enjoyable, interesting, and beneficial in diagnosing and lowering FLA; however, they also stated that some activities were boring, mechanical, and unattractive. The most liked activities by the participating teachers and students were the ones that aim to teach EI skills. The training activities that encouraged the highest participation of the students were:

- *give and receive compliments* (EI skill “interpersonal relationship” and LLS “cooperating with others)
- *be flexible* (EI skill “flexibility”)
- *know your strengths* (EI skill “self-regard”)
- *give yourself gifts* (EI skill “optimism” and LLS “rewarding yourself”)
- *set your own goals* (EI skills “independence” and “self actualization”)

These results can also contribute to the literature in that the EI skills which do not exist in the lists of socio-affective LLSs developed in the literature can be instructed in language classes as socio-affective strategies and help to reduce the debilitating effects of the language anxiety that is aroused especially in language classes that focus on oral skills.

Finally, the results related to the negative attitudes towards some of the training activities and the further suggestions proposed to make the training more effective also revealed useful information. It was concluded that language instructors should be competent enough in instructing socio-affective LLSs and EI skills in their classes since teachers play an important role in persuading and encouraging students to apply the necessary strategies. Therefore, language teacher educators and pre- or in-service trainers should provide future or present language instructors the necessary knowledge of language learning strategies and emotional intelligence competencies the present study suggested. Finally, based on the participating students’ suggestions, it can be proposed that these skills and strategies should be presented to the students with more visual aids and shorter wordings.

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Appendix A
Informed Consent Form

Dear Students,

My name is Fatma Gürman-Kahraman and I am a student of MA TEFL Program at Bilkent University. I am conducting a study about foreign language anxiety in speaking classes. A questionnaire to assess your foreign language anxiety in speaking classes will be conducted in one of your English classes.

All data collected through your responses will remain anonymous. Your identity will not be revealed in any report derived from these data. Your signature on the consent form below will be held separately from the completed questionnaire in order to ensure your anonymity.

Your answers will contribute to my study. Please write your initials at the top of the questionnaire where stated to show that you would like to participate in this study.

Fatma Gürman Kahraman

MA TEFL Program

Bilkent University/ANKARA

Appendix B

Bilgi ve Kabul Formu

Sevgili Öğrenciler,

Adım Fatma Gürman-Kahraman ve Bilkent Üniversitesi'nde İngilizce'nin Yabancı Dil Olarak Öğretimi alanında Yüksek Lisans öğrencisiyim. Konuşma derslerindeki yabancı dil öğrenme kaygısı ilgili bir araştırma yapıyorum ve konuşma (speaking) derslerindeki yabancı dil öğrenme kaygınızı ölçmek amacıyla bir adet anket uygulanacaktır.

Kimliğinizle ilgili hiçbir bilgi bu araştırma sonunda hazırlanacak olan herhangi bir raporda kullanılmayacaktır. Ders öğretmeniniz dahil hiç kimse adınızla birlikte verdiğiniz cevapları bilmeyecektir.

Anket sorularına vereceğiniz cevaplar araştırmaya katkıda bulunacaktır. Çalışmaya gönüllü olarak katıldığınızı belirtmek için lütfen öğrenci no ve ad ve soyadınızın baş harflerini anketin en üst kısmındaki belirtilen yerlere yazınız.

Fatma Gürman-Kahraman

MA TEFL Programı

Bilkent Üniversitesi/ANKARA

Appendix C

Anxiety Mean Scores of All Elementary Level Classes

Class	N	\bar{x}
28	21	2.73
27	20	2.77
26	19	2.78
25	18	2.79
24	20	2.82
23	21	2.86
22	20	2.87
21	19	2.87
20	16	2.88
19	17	2.91
18	19	2.91
17	18	2.91
16	22	2.92
15	16	2.92
14	16	2.92
13	22	2.96
12	21	2.96
11	16	2.97
10	24	2.97
09	18	2.99
08	19	3.01
07	21	3.03
06	16	3.04
05	16	3.04
04	23	3.05
03	20	3.06
02	22	3.09
01	17	3.22
Total	537	2.94

Appendix D

The Foreign Language Classroom Anxiety Scale

Foreign Language Anxiety Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my speaking class.	1	2	3	4	5
2. I <i>don't</i> worry about making mistakes in speaking class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in speaking classes.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. It wouldn't bother me at all to take more speaking classes.	1	2	3	4	5
6. During speaking class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at language than I am.	1	2	3	4	5
8. I start to panic when I have to speak without preparation in the speaking class.	1	2	3	4	5
9. I don't understand why some people get so upset over speaking class.	1	2	3	4	5
10. In speaking class, I can get so nervous I forget things I know.	1	2	3	4	5
11. It embarrasses me to volunteer answers in my speaking class.	1	2	3	4	5
12. I would <i>not</i> be nervous speaking English with native speakers.	1	2	3	4	5
13. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
14. Even if I am well prepared for speaking class, I feel anxious about it.	1	2	3	4	5
15. I often feel like not going to my speaking class.	1	2	3	4	5
16. I feel confident when I speak in speaking class.	1	2	3	4	5
17. I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
18. I can feel my heart pounding when I'm going to be called on in speaking class.	1	2	3	4	5

19. I don't feel pressure to prepare very well for speaking class.	1	2	3	4	5
20. I always feel that the other students speak English better than I do.	1	2	3	4	5
21. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
22. Speaking class moves so quickly I worry about getting left behind.	1	2	3	4	5
23. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
24. I get nervous and confused when I am speaking in my speaking class.	1	2	3	4	5
25. When I'm on my way to speaking class, I feel very sure relaxed.	1	2	3	4	5
26. I get nervous when I don't understand every word the speaking teacher says.	1	2	3	4	5
27. I am overwhelmed by the number of rules you have to learn to speak English.	1	2	3	4	5
28. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
29. I would probably feel comfortable around native speakers of English.	1	2	3	4	5
30. I get nervous when the speaking teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

THE END

Appendix E

Yabancı Dil Sınıf Kaygısı Ölçeği

Yabancı Dil Kaygısı Maddeleri	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Konuşma dersinde konuşurken kendimden asla emin <i>olamam</i> .	1	2	3	4	5
2. Derste hata yapmaktan <i>endişelenmem</i> .	1	2	3	4	5
3. Derste kaldırılacağımı bildiğim zaman titrerim.	1	2	3	4	5
4. Derste öğretmenimin ne söylediğini <i>anlamamak</i> beni korkutur.	1	2	3	4	5
5. Daha fazla konuşma dersi almak beni rahatsız <i>etmezdi</i> .	1	2	3	4	5
6. Ders esnasında kendimi dersle ilgisiz şeyler düşünürken bulurum.	1	2	3	4	5
7. Diğer öğrencilerin İngilizce konusunda benden daha iyi olduklarını düşünmeden <i>edemiyorum</i> .	1	2	3	4	5
8. Derste hazırlık <i>yapmadan</i> konuşmak zorunda olduğumda paniğe kapılırım.	1	2	3	4	5
9. Konuşma dersinin insanları neden bu kadar ürküttüğünü <i>anlamıyorum</i> .	1	2	3	4	5
10. Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.	1	2	3	4	5
11. Derste gönüllü cevap vermekten utanırım.	1	2	3	4	5
12. Yabancılarla (anadili İngilizce olanlarla) konuşurken <i>heyecanlanmam</i> .	1	2	3	4	5
13. Öğretmenin düzelttiği hataların ne olduğunu <i>anlamamak</i> beni üzer.	1	2	3	4	5
14. Konuşma dersine iyi hazırlandığım zaman bile tedirgin olurum.	1	2	3	4	5
15. Derse girmek sıklıkla içimden <i>gelmez</i> .	1	2	3	4	5
16. Derste konuşurken kendime güvenirim.	1	2	3	4	5
17. Öğretmenimin her yaptığım hatayı düzeltecek olmasından korkarım.	1	2	3	4	5
18. Derse kaldırıldığımda kalbimin çok hızlı attığını hissediyorum.	1	2	3	4	5
19. Konuşma dersine çok iyi hazırlanmak için zorunluluk <i>hissetmem</i> .	1	2	3	4	5

20. Her zaman diğer öğrencilerin İngilizceyi benden daha iyi konuştuklarını düşünürüm.	1	2	3	4	5
21. Diğer öğrencilerin önünde İngilizce konuşurken rahat <i>olamam</i> .	1	2	3	4	5
22. Konuşma dersi o kadar hızlı ilerliyor ki, geride kalmaktan endişe ediyorum.	1	2	3	4	5
23. Diğer derslere oranla kendimi konuşma dersinde daha gergin ve heyecanlı hissedirim.	1	2	3	4	5
24. Derste konuşurken kendimi gergin ve kafası karışmış hissedirim.	1	2	3	4	5
25. Derse giderken kendimden çok emin ve rahatımdır.	1	2	3	4	5
26. Öğretmenin söylediği her kelimeyi <i>anlamazsam</i> tedirgin olurum.	1	2	3	4	5
27. Bir dili konuşmak için öğrenilmesi gerekli olan kuralların sayısı beni sıkar.	1	2	3	4	5
28. İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.	1	2	3	4	5
29. Yabancılarla (anadili İngilizce olanlarla) konuşurken kendimi muhtemelen rahat hissedirim.	1	2	3	4	5
30. Öğretmen daha önceden <i>hazırlanmadığım</i> sorular sorduğunda sıkıntı duyar, heyecanlanırım.	1	2	3	4	5

SON

Appendix F

Socio-Affective Strategy Inventory for Language Learners

This inventory has been formed in order to determine how often the students at Uludağ Üniversitesi preparatory school use the socio-affective language learning strategies in speaking courses, to collect their opinions on the effectiveness and difficulty of each strategy. Please read all the sentences and circle the number that is the most appropriate for you; you are supposed to give three different answers for each strategy. The higher the number for a strategy is, the more positive opinions you give for that strategy. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements.

1. try to relax whenever I feel afraid of using English

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very Effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

2. encourage myself to speak English even when I am afraid of making a mistake

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very Effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

3. give myself a reward or treat when I do well in English

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very Effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

4. notice if I am tense or nervous when I am studying or using English

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very Effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

5. write down my feelings in a language-learning diary

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very Effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

6. talk to someone else about how I feel when I am learning English

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

7. ask the other person to slow down or say it again if I don't understand something in English

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

8. ask English speakers to correct me when I talk

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

9. practice English with other students

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

10. ask for help from English speakers

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

11. ask questions in English

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

12. try to learn about the culture of English speakers

a	Never use it	1	2	3	4	5	Use it very often
b	Consider it completely ineffective	1	2	3	4	5	Consider it very effective
c	Very difficult to use	1	2	3	4	5	Very easy to use

Make sure you have answered all the questions!

Thanks for your participation.
Fatma Gürman-Kahraman

Appendix G

Dil Öğrenmede Sosyal ve Duygusal Strateji Envanteri

Bu anket Uludağ Üniversitesi hazırlık sınıfındaki öğrencilerin konuşma (speaking) dersinde sosyal ve duygusal dil öğrenme stratejilerini ne sıklıkta kullandıklarını belirlemek, ve her bir strateji kullanımının ne kadar etkili ve ne kadar zor olduğuyla ilgili görüşlerini almak amacıyla oluşturulmuştur. Lütfen her cümleyi dikkatle okuyunuz ve sizin için uygun olan rakamı daire içine alınız, her bir strateji için 3 ayrı cevap vermeniz gerekmektedir. Sayı değeri arttıkça, sizin o strateji için kişisel değerlendirmeniz de olumlu yönde artmaktadır. Soruları cevaplarken diğer insanların ne düşündüklerini ya da nasıl cevap vermeniz gerektiğini düşünmeyiniz. Bu anket için doğru ya da yanlış cevap bulunmamaktadır.

1. İngilizce konuşurken korktuğum zamanlarda rahatlamaya çalışmak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uyguladım
b	Tamamen etkisiz olduğunu düşünüyorum	1	2	3	4	5	Çok etkili olduğunu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

2. Hata yapmaktan korktuğum zaman dahi kendimi İngilizce konuşmak için cesaretlendirmek

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uyguladım
b	Tamamen etkisiz olduğunu düşünüyorum	1	2	3	4	5	Çok etkili olduğunu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

3. İngilizcede başarılı olduğum zamanlarda kendimi ödüllendirmek

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uyguladım
b	Tamamen etkisiz olduğunu düşünüyorum	1	2	3	4	5	Çok etkili olduğunu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

4. İngilizce çalışırken ya da konuşurken gergin ya da endişeli olduğumun farkına varmak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uyguladım
b	Tamamen etkisiz olduğunu düşünüyorum	1	2	3	4	5	Çok etkili olduğunu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

5. Hislerimi dil öğrenme günlüğüne yazmak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uyguladım
b	Tamamen etkisiz olduğunu düşünüyorum	1	2	3	4	5	Çok etkili olduğunu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

6. İngilizce öğrenirken neler hissettiğimi başkalarıyla paylaşmak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

7. İngilizce bir şeyi anlamadığım zaman karşımdakinden yavaşlamasını ya da tekrar etmesini istemek

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

8. İngilizceyi iyi konuşanlardan konuşurken beni düzeltmelerini rica etmek

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

9. Diğer öğrencilerle İngilizce pratik yapmak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

10. İngilizceyi iyi konuşanlardan yardım istemek

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

11. İngilizce sorular sormak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

12. İngilizce konuşanların kültürünü öğrenmeye çalışmak

a	Hiçbir zaman uygulamam	1	2	3	4	5	Çok sık uygularım
b	Tamamen etkisiz olduğumu düşünüyorum	1	2	3	4	5	Çok etkili olduğumu düşünüyorum
c	Uygulaması çok zordur	1	2	3	4	5	Uygulaması çok kolaydır

Anketi teslim etmeden önce bütün soruları cevaplandığınızdan emin olunuz!

Katılımınız için teşekkür ederim.
Fatma Gürman-Kahraman

Appendix H

A List of Training Activities

Emotional Intelligence Skills & Socio-Affective LLSs	Activities
<ul style="list-style-type: none"> • Stress Management (Stress Tolerance, Impulse Control) • Lowering Your Anxiety (Using Progressive Relaxation, Deep Breathing and Meditation, Using Music, Using Laughter) 	<p><i>Relax</i> (Nelson & Low, 2011)</p> <p><i>Laugh</i> (Oxford, 1990)</p> <p><i>Use the system of ABCDE</i> (Ellis cited in Stein & Book, 2006; Foss&Reitzel, 1988)</p> <p><i>Stay cool</i> (Retrieved from http://my.extension.uiuc.edu/documents/257080502080208/Emotional_Intelligence_13-18.pdf)</p>
<ul style="list-style-type: none"> • Intrapersonal Skills (Emotional Self-Awareness) • Taking Your Emotional Temperature (Listening to Your Body, Discussing Your Feelings with Someone Else, Using a Checklist, Writing a Language Learning Diary) 	<p><i>Check your feeling temperature</i> (Macklem, 2011)</p> <p><i>Draw your anxiety graph</i> (Foss & Reitzel, 1988)</p> <p><i>Keep a diary</i> (Oxford, 1990; Panju, 2008)</p> <p><i>Check your mood</i> (Lynn, 2000)</p>
<ul style="list-style-type: none"> • General Mood (Happiness) • Encouraging Yourself (Making Positive Statements) 	<p><i>Don't worry! Be happy!</i> (Gutteridge & Smith, 2010)</p> <p><i>Think positive</i> (Oxford, 1990)</p>
<ul style="list-style-type: none"> • General Mood (Optimism) • Encouraging Yourself (Rewarding Yourself) 	<p><i>Give yourself gifts</i> (Fletcher & Langley, 2009)</p>
<ul style="list-style-type: none"> • Interpersonal Skills (Interpersonal Relationship, Social Responsibility) • Cooperating with Others (Cooperating with your Peers, Cooperating with the Proficient Users of English) 	<p><i>Work together: Find a study partner</i> (Oxford, 1990)</p> <p><i>Get help from experts</i> (Oxford, 1990)</p> <p><i>Give and receive compliments</i> (Retrieved from http://my.extension.uiuc.edu/documents/257080502080208/Emotional_Intelligence_13-18.pdf)</p> <p><i>Say: All for One and One for all!</i> (Lynn, 2000)</p>

<ul style="list-style-type: none"> • Interpersonal Skills (Empathy) • Adaptability (Flexibility) • Empathizing with Others (Becoming Aware of Others' Thoughts, Developing Cultural Understanding) 	<i>Show empathy</i> (Brackett & Katulak, 2007) <i>Be flexible</i> (Original) <i>Learn others' cultures</i> (Original)
Emotional Intelligence Skills	Activities
<ul style="list-style-type: none"> • Intrapersonal Skills (Assertiveness) 	<i>Be assertive not aggressive</i> (Retrieved from http://my.extension.uiuc.edu/documents/257080502080208/Emotional_Intelligence_13-18.pdf)
<ul style="list-style-type: none"> • Intrapersonal Skills (Independence, Self Actualization) 	Set your own goals (Nelson & Low, 2011)
<ul style="list-style-type: none"> • Intrapersonal Skills (Self-Regard) 	<i>Know your strengths</i> (Lynn, 2000)
<ul style="list-style-type: none"> • Adaptability (Problem Solving) 	<i>Try a different solution</i> (Retrieved from http://my.extension.uiuc.edu/documents/257080502080208/Emotional_Intelligence_13-18.pdf)
<ul style="list-style-type: none"> • Adaptability (Reality-Testing) 	<i>See the big Picture</i> (Original)
Socio-Affective LLSs	Activities
<ul style="list-style-type: none"> • Encouraging Yourself (Taking Risks Wisely) 	<i>Take risks</i> (Fletcher&Langley, 2009) <i>Make mistakes</i> (Gutteridge & Smith, 2010)
<ul style="list-style-type: none"> • Asking Questions (Asking for Clarification or Verification, Asking for Correction) 	<i>Work together: Ask questions</i> (Oxford, 1990)

Appendix I

Sample Training Activities

Give and receive compliments

Compliments are positive sentences about a person; you say these sentences to others just to make them happy. Everybody likes hearing compliments about themselves and everybody has a positive feature to compliment about.

- Write your name at the top of page and then pass the page around to someone next to you.
- When you get others' papers, write a compliment to the person whose name is at the top (Ex. I like your hair cut). You may or may not write your name.
- Continue to pass the paper until it is filled with compliments, and then give it to its owner.

Name:



Be flexible

Flexibility means you are able to change and sometimes ready to do things differently. This skill is necessary to adapt new situations, like learning a new language. If we don't try new ideas and stick to our old habits, we may miss great opportunities in life. Read the story and answer the questions.

The Story of the Two Trees



Once upon a time, in a big forest, two trees lived side by side. One of the trees was huge, its leaves were touching the sky and was very proud of itself. Right beside it was a tiny small tree. Every time the huge tree looked down on the small tree and talked about how strong and gorgeous it was.

One day, a big storm hit the forest with thunders, rain, and strong winds. When a strong wind blew, the little tree bended to the wind's side and was safe and sound when the storm ended. But the big proud tree was so rigid that it got cracked in the middle and fell down.

(anonymous)

Answer the questions below and share your answers with a friend.

Which tree are you like the most? _____.

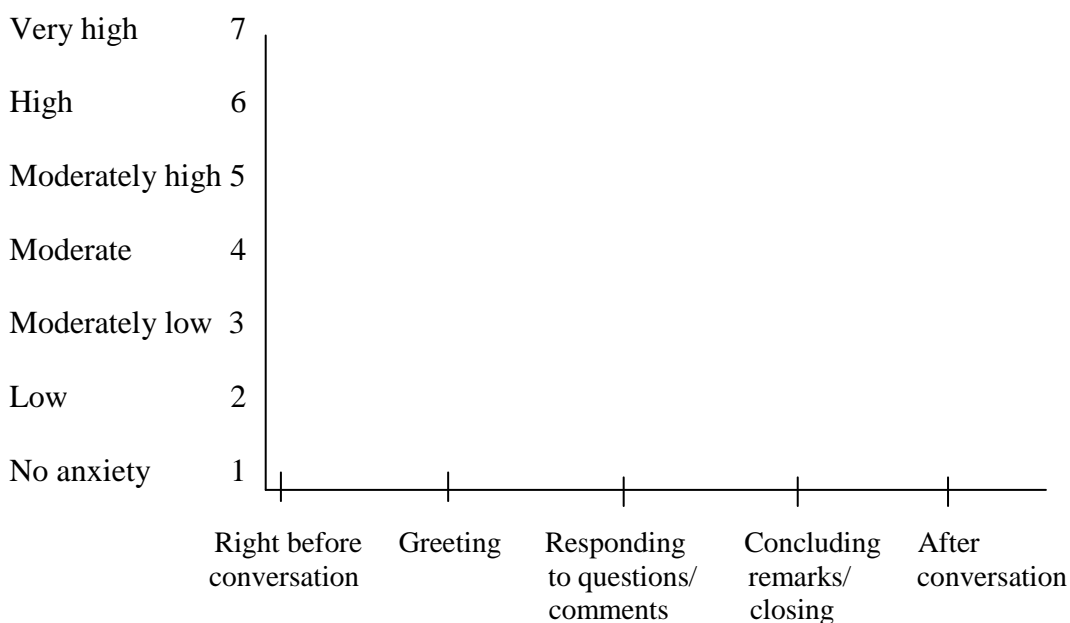
Why? _____.

Is it easy for you to adapt the new situations? _____.

Was it easy for you to get used to the new words and rules of English language which is quite different from your own mother language? _____.

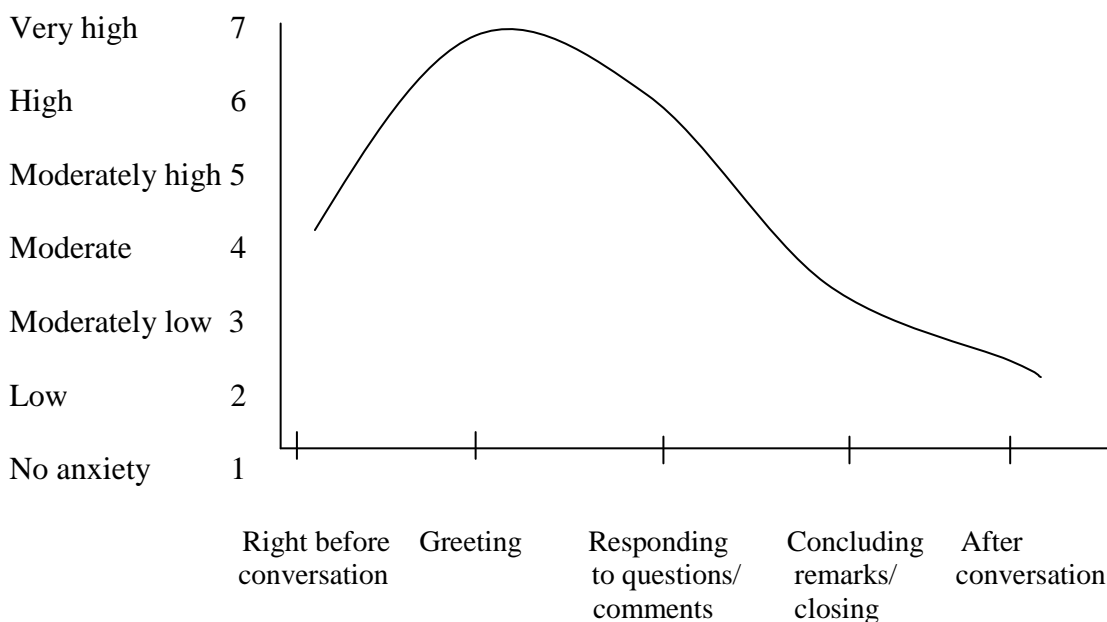
Draw your anxiety graph

Anxiety is a common feeling when speaking in a new language in the classroom, in an exam, or with the native speakers. With this graph, you can understand the nature of your anxiety. Think about a time you spoke in English (in the class, during the exam, outside the class). Try to draw a line in the graph below.



Show your graphs to your friends in groups. How are they similar or different?

Example:



Use the system of ABCDE



ABCDE is a system that helps to change perceptions, attitudes, and behaviors. You can change your feelings with logical reasoning, stop your false beliefs, and control your behaviors. Here is how it works:

A is the activating event, that causes your negative feelings.

B is your false beliefs.

C is your consequence reactions or feelings to the event in A.

D is to debate, dispute and discard your false beliefs in B.

-Where's the proof?

-Are there more logical explanations to explain the activating event?

-If someone asked me for advice about this scenario, what might I say?

-How would someone I respect respond if I told him/her about this scenario?

-Have I ever been in a similar situation and belief, and find out that it was wrong?

-If so, did I learn anything, and can I apply that knowledge to this situation?

E is effects of asking these questions to complete D.

1. Take speaking in English as the activating event, write it in A.
2. Write your negative feelings and reactions in C.
3. Think about and write the reasons or beliefs that cause these feelings in B.
4. Choose one belief in B and work through; then write answers in D.
5. Write your final feelings in E.

A (activating event)	B (false, self- defeating beliefs)	C (consequence thoughts and feelings)	D (debate, dispute and discard beliefs)	E (effects of rational thinking)
Speaking in English				

Appendix J
Perception Cards

<p>En beğendiğiniz aktiviteler</p> <hr/> <hr/> <p>En beğenmediğiniz aktiviteler</p> <hr/> <hr/> <p>Öğr. No _____</p>
<p>En beğendiğiniz aktiviteler</p> <hr/> <hr/> <p>En beğenmediğiniz aktiviteler</p> <hr/> <hr/> <p>Öğr. No _____</p>
<p>En beğendiğiniz aktiviteler</p> <hr/> <hr/> <p>En beğenmediğiniz aktiviteler</p> <hr/> <hr/> <p>Öğr. No _____</p>

Appendix K

Interview Questions

- 1.** What do you think about the overall effectiveness of the training?
 - a.** What were the positive sides?
 - b.** What were the negative sides?
- 2.** Which strategies or skills did you find more or less useful in terms of helping reduce the foreign language anxiety in speaking courses?
- 3.** In the future, do you plan to teach (for teachers) /use (for students) the strategies or skills the training covered? If yes, which ones?
- 4.** What would you suggest in order to improve the quality of training?

Appendix I
Analysis of Perception Cards

Training Activities	Likes	Dislikes	Difference
1. Give and receive compliments	35	7	28
2. Be flexible	24	4	20
3. Know your strengths	26	10	16
4. Give yourself gifts	18	4	14
5. Set your own goals	19	6	13
6. Say: All for One and One for all!	18	6	12
7. Make mistakes	15	5	10
8. Learn others' cultures	14	4	10
9. Take risks	11	4	7
10. Relax	7	1	6
11. Don't worry! Be happy!	13	7	6
12. Be assertive not aggressive	15	9	4
13. Think positive	8	5	3
14. Try a different solution	15	12	3
15. See the big picture	14	11	3
16. Show empathy	10	9	1
17. Keep a diary	7	7	0
18. Stay cool	3	4	-1
19. Check your mood	NR	2	-2
20. Draw your anxiety graph	1	3	-2
21. Work together	7	10	-3
22. Use the system of ABCDE	2	12	-10
23. Get help from experts	9	19	-10
24. Laugh	NR	NR	NR
25. Check your feeling temperature	NR	NR	NR
Total	291	161	130

Note. "NR" represents not reported.

Appendix M

Sample Interview Transcripts

(Interview with Teacher 1)

Researcher : It has been a five-week, in fact, including the quizzes and mid-term weeks, six or seven-week training. What do you think about the overall effectiveness of this training that you have initiated? What were the positive sides? What were the negative sides?

Teacher 1 : Particularly my or the students' opinions are you asking?

Researcher : No, yours. You were the person who gave this training. So as a teacher, as an instructor who teaches speaking courses in this institution, what are your opinions? Was this training effective or not? What were the positive sides? What were the negative sides?

Teacher 1 : As you have also said, the process took place for about 7 weeks because of the exams. But these [activities] took 5 minutes or at most, if you do not give extra talk, 10 minutes of the lessons. You had provided the necessary information there openly; there were both Turkish and English explanations. But as a teacher, unconsciously, for some [activities] I have provided short introductions to the students so that they can get involved and get ready. Then they were more interested then. Particularly, it [training] was very beneficial for me. There were some points that I did not know before. There were strategies helpful to analyze people's different point of views or feelings. I believe it was beneficial also for me at this point. I also believe that everything is not only teaching the lesson; such things can be integrated into the lessons. In general, in English or in Turkish, no matter what our lesson is, these [activities] can lead the students to have empathy towards others. These are my own thoughts.

Researcher : I understand.

Teacher 1 : And some activities were a bit... they were a bit mechanical. The students were like 'ok, let's fill in them, and pass to another.'

(Interview with Student 2)

Researcher : Welcome again! You were exposed to a five-week, but with the quizzes and exams, seven-week training. What do you think about the overall effectiveness of the training? What were the positive sides? And what were the negative sides?

Student 2 : Now... I must make my sentences first... Well, focusing on a single topic was good, such as the topic of *anxiety*. At first, you do not realize it [anxiety], but when these [strategies or skills] are shown to us, we start to think more and approach to the issue more. Seeing these [strategies and skills] all together was useful because in some situations, we cannot analyze our feelings. When we see these [skills and strategies], we tell ourselves, 'Look, I feel like this about this topic; and I was relaxed some other time; I didn't have problems about this, but I have problem about others.' When we see these [strategies and skills], we can say that 'I have problems in some situations, so I must approach them more.' You can visualize the events better.

Researcher : And, any negative side?

Student 2 : Negative side? There was nothing harmful for us. It [training] didn't take much time too. These are for our welfare. I cannot think of any negative sides.

Researcher : Really? Wasn't there any negative sides? You can say it openly. I am the only one who will listen to your speech. And your name is confidential.

Student 2 : No, there were no negative sides, really. If there had been some, I would tell it.

Researcher : Ok. Let's pass to the other question then. Which strategies or skills did you find more or less useful in terms of helping reduce the foreign language anxiety in speaking courses?

Student 2 : I remember something like don't be afraid of making mistakes. There was something like this. It was useful. Later, I asked myself 'Why should I feel nervous?' I learned not to be afraid of making mistakes. One can realize this more after focusing on this issue.